

# The Modern Language Journal

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# The Modern Language Journal

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# The Modern Language Journal

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## HOW SHALL WE SECTION BEGINNING FOREIGN LANGUAGE CLASSES?

IN a former article<sup>1</sup> the writer described an experiment in sectioning at the University of Illinois in the classes of first and second year French during the school-year 1925-1926. The present article describes an experiment in first year French begun the second semester of 1926-27 and continuing three semesters.

In 1925 the experimental Beginning French classes were sectioned at the beginning of the year on the basis of the *Iowa Placement Test* for "Foreign Language Aptitude" (FA1). "High" classes were formed at three separate class periods from the highest "Aptitude" scores. Three classes were scheduled at each hour. The students who were left after the "High" class was formed were leveled off equitably into two "Middle-Low" groups at each hour. The "Aptitude" scores, correlated with the instructors' marks at the end of the semester, yielded a coefficient of  $.47 \pm .026$ . In other words, the grades of 31 percent of the students (there were 399 students of Beginning French) were correctly predicted by the "Aptitude" test and 44 percent were missed by only one place: 75 percent within an error not greater than one of the five letter-grades A, B, C, D, E. Even with this relatively small degree of reliability the experimental classes gained about one-third a letter-grade over the non-sectioned control groups when a comparison was made by means of "pairing" on the "Aptitude" scores.<sup>2</sup> The

<sup>1</sup> "Sectioning Classes in Romance Languages"—*Modern Language Journal*, Vol. XII, No. 2, November 1927.

<sup>2</sup> Hypothetical classes were formed from the records of the control classes of students whose test scores paired identically with those of students in the experimental classes. The percents of A's, B's, etc., of these hypothetical groups were compared to the percents of grades of the experimental classes.

"Aptitude" test gave a coefficient of  $.64 \pm .02$  when correlated with the *Iowa Placement Examination* for "French Training" (FT1, Form "A") taken at the end of the semester, which may have been a more valid measure of achievement, free from the personal error of teachers' marks.

The present experiment covered one first semester and two second semesters. The enrollments were almost entirely different each semester, but the data were carefully controlled and are, it is believed, highly valid. It is thought advisable, therefore, to begin with the French 1a classes (first semester, first year) and proceed to the two sets of French 1b classes: those of 1926-27 and those of 1927-28.

Four classes meeting at the same hour (about 115 students) were chosen for experimental classes to be sectioned into one "High" class, two "Middle" and one "Low." Three other classes (about 85 students), taught by three of the instructors concerned, were chosen as control classes to remain unsectioned. All seven classes took two preliminary tests: the *Otis Group Intelligence Scale* (Advanced); and the *Iowa Placement Examination*, "Foreign Language Aptitude" (FA1). The classes were taught as uniformly as possible and at the end of one month took a common examination of the "new" objective type prepared by the instructors on the work of the month. The scores of all the classes on this quiz were grouped into one distribution, and examination grades were derived from the Mean Score by use of the Mean Deviation.<sup>3</sup> This examination grade counted one-third with the class-grade (assigned by the instructor on basis of daily work) in arriving at the final grade for the first six-weeks period.

In my first article on "Sectioning," evidence was offered that there is rather low correlation between intelligence (as measured by intelligence tests) and ability in foreign languages. In September 1924, 153 French 1a students took the *Otis Advanced*

<sup>3</sup> Assuming a normal distribution of these 200 students, the mean score was called equal to the letter-grade C, and  $\frac{1}{2}$  M.D. laid off in each direction from the mean marked its limits. In like manner 2 M.D. in each direction from these limits, indicated the grades of B and A, and D and E. This method yields approximately the percents of  $11\frac{1}{2}$ , 23, 31, 23, and  $11\frac{1}{2}$  for the five letter-grades A, B, C, D, and E,—a distribution which conforms suitably to the current usage in first year classes. A small percent of a distribution falls outside the limits of  $2\frac{1}{2}$  M.D. but this is considered as belonging to the ratings at each end of the distribution: A and E.



*Intelligence Scale.* Their semester grades correlated with their intelligence quotients (called "Index of Brightness"—I. B.—by the Otis method) gave a coefficient of  $.32 \pm .05$ ,—positive and significant, but low and unreliable for predictive purposes. The present experiment bears out the former data. The I. B.'s of the 200 French 1a students in 1927 correlated with the grades of the first period gave a coefficient of  $.30 \pm .04$ . This does not mean that the I. B.'s were low, for the median I.B. was 145.1. The I.B.'s of the experimental group were slightly higher than those of the control group (Experimental: Q1-127.7; **Md-146.2**; Q3-157.5. Control: Q1-122.8; **Md-143.4**; Q3-155.1.) but the difference is negligible, especially since there is such low correlation between language grades and intelligence.

The "Aptitude" scores correlated with first period grades gave a correlation of  $.62 \pm .03$ . There was a slightly higher correlation in the experimental group than in the control group (Experimental:  $.66 \pm .03$ ; Control:  $.52 \pm .03$ .) This may have been partly due to better language aptitude in the experimental classes. The median "Aptitude" score of all the classes was 91.6 (Experimental: Q1-75.0; **Md-93.3**; Q3-107.6; Control: Q1-65.0; **Md-88.0**; Q3-102.4).

At the end of the semester a final examination of the "new" and "old" types combined was prepared by the instructors and grades were apportioned as described above. The semester grades correlated with I.B.'s gave a coefficient of .38, further evidence of the low degree of relationship between intelligence and language ability.

Semester grades correlated with FA1 "Aptitude" scores gave a coefficient of  $.61 \pm .03$ .<sup>4</sup> Semester grades correlated with first period grades (the basis used for sectioning) gave a coefficient of  $.83 \pm .014$ .<sup>5</sup> Interpreted in terms of percents of correct prediction, Table 1 shows the comparative accuracy of the two bases of sectioning; "Aptitude" scores (if they had been used) and carefully controlled grades based on a month's actual work.

It is at once apparent that much greater accuracy has been obtained by sectioning on the grades after a month's trial. The

<sup>4</sup> Correlated separately, the coefficient for the experimental classes was .62 and for the control classes .60,—a negligible difference.

<sup>5</sup> Experimental classes alone, .82; Control, .84.

"Aptitude" test, which places about 84 percent of the students within  $\pm$  one letter-grade, is much better than pure chance,<sup>6</sup> and is the best prognosis test known to the writer for sectioning at the very beginning of the study of a language. If "misfits" could be promoted or demoted after a month's trial, the "Aptitude" test could be very profitably employed. However, if there are to be changes after a month's work, a carefully controlled examination

TABLE I  
COMPARISON OF PERCENTS OF PLACEMENT BETWEEN SEMESTER GRADES  
AND (a) "APTITUDE" AND (b) FIRST PERIOD GRADES

	(a) "Aptitude"	(b) First Period Grades.
Correctly Placed:	43.1%	57.5%
Missed one grade:	40.7	40.7
	83.8%	98.2%
Missed two grades:	13.7	1.4
Missed three grades:	2.0	.4
Missed four grades:	.5	

permitting of objective marking, which places as high as 98 percent of the cases within the limits of one grade, is probably preferable. It is common knowledge that there is a high degree of error in teachers' marks which are uncontrolled; therefore, the personal judgments of teachers should be eliminated as far as possible.

The *Iowa Placement Examination* for "French Training" (FT1"A") was administered to all seven classes and the scores therefrom yielded the following coefficients of correlation: (1) with I.B., .39; (2) with "Aptitude" (FA1), .63; (3) with First period Grades, .62; (4) with Semester Grades, .79. Separate correlations for the experimental and control classes show negligible differences: for statistical purposes the groups may be called equivalent.

In order to compare the achievements of the students in the experimental classes with those of equal predicted ability in the non-sectioned control classes, the "Aptitude" scores of the experimental classes were "paired" with those of the control classes. Thus were set up hypothetical "High," "Middle," and "Low"

<sup>6</sup> Out of five equally probable chances, such as the five letter-grades, a pure guess would correctly place 20 percent of the cases and would place 52 percent within  $\pm$  one grade.

groups of students whose "Aptitude" scores were identical with those of students in the experimental classes, but who had spent the semester in heterogeneous groups. Since the same teachers taught both kinds of classes, the instruction may be assumed to

TABLE II

COMPARISON OF THE PERCENTS OF GRADES OF THE EXPERIMENTAL CLASSES WITH SIMILAR HYPOTHETICAL GROUPS FROM THE CONTROL CLASSES PAIRED ON THE BASIS OF "APTITUDE" SCORES

Grade	Rating	"High"				"Middle"				"Low"			
		Exp	Con	Gain	Value	Exp	Con	Gain	Value	Exp	Con	Gain	Value
A	5	44	12	+32	+160	0	0			0	0		
B	4	50	46	+ 4	+ 16	12	42	-30	-120	0	0		
C	3	6	19	-13	- 39	70	26	+44	+132	37.5	12.5	+25	+75
D	2	0	15	+15	+ 30	18	26	+ 8	+ 16	37.5	62.5	+25	+50
E	1	0	8	+ 8	+ 8	0	6	+ 6	+ 6	25	25	0	0
		Gain				Gain				Gain			
		1.75				.34				1.25			
		letter-				letter-				letter-			
		grade				grade				grade			
		+214				+154				+125			
		- 39				-120							
		+175				+ 34							

have been of equal quality. The percents of semester grades of each group are compared in Table II. It is assumed that the greater the number of A's, B's and C's and the fewer the D's and

TABLE III

COMPARISON OF THE PERCENTS OF GRADES OF THE EXPERIMENTAL CLASSES WITH SIMILAR HYPOTHETICAL GROUPS FROM THE CONTROL CLASSES PAIRED ON THE BASIS OF FIRST PERIOD GRADES

Grade	Rating	"High"				"Middle"				"Low"			
		Exp	Con	Gain	Value	Exp	Con	Gain	Value	Exp	Con	Gain	Value
A	5	38	20	+18	+90	0	0			0	0		
B	4	59	62	- 3	-12	17	14	+ 3	+12	0	0		
C	3	3	18	-15	-45	70	51	+19	+57	29	23	+ 6	+18
D	2	0	0			13	35	+22	+44	38	50	+12	+24
E	1	0	0			0	0			33	27	- 6	- 6
		Gain				Gain				Gain			
		.33				1.13				.36			
		letter-				letter-				letter-			
		grade				grade				grade			
		+90				+113				+42			
		-57								- 6			
		+33								+36			

E's, the greater is the academic gain. Thus fewer D's and E's in the experimental groups is considered a positive gain. By multiplying the gain in each letter-grade by its numerical rating the result is reduced to terms of letter-grades.

The above data seem to show that as far as the "Aptitude" test could predict equal ability in languages, the students of the experimental "High" group gained one and three-fourths letter-grades over equally capable students who were mixed with students of all degrees of ability; students of the "Low" group gained one and one-fourth letter-grades and the "Middle" group gained one-third letter-grade. Table III shows a similar comparison based on the "pairing" of equivalent First Period Grades.

By this "pairing" it is the "Middle" group which appears to have gained more than a whole letter-grade and the "High" and "Low" groups about one-third letter-grade each. If we should be content to say that each group gained at least one-third of a grade—indefinite and imperfect as grades are to measure achievement, and inaccurate as teachers' marks may be—it seems reasonable to conclude that the sectioning has been profitable all along the line and that each group of students has gained by being separated from those of higher or lower capabilities. There remains the effect on teachers and students, and that will be discussed at the close of the article.

At this point the results of the sectioning of the second semester 1926-27 will be reported. The students and two of the instructors were different but the technique and control were the same, and the experimental classes were divided as above into "High," "Middle," and "Low" sections.

Four classes of French 1b were chosen as the experimental classes to be sectioned, and three other classes as the control. The classes were enrolled as usual on registration days, met in a body the first school-day, and were sent to their new classes, sectioned on the basis of their grades for French 1a. Students entering without a grade in the previous semester were placed in the middle sections until the first six-weeks quiz could sort them out. Such students were given the *Iowa Placement Examination* for "French Training" (FT1, Form "A") the second school-day, together with all first semester students who had not taken it at the end of the first semester. Since there was only about two weeks' time between the administrations of this test, with no school work in between, the data were considered valid. The test scores had no part in the sectioning but were used later for checking. Table IV gives the

first semester grades for the "High," "Middle" (two classes), "Low," and Control (three classes).

The table shows that the "High" class was composed of those whose grades in French 1a were A, A-, B+, and enough B's to make out the number required for the class enrollment; the one B- was an oversight. The "Low" class had all those with C- or less. Again the case of one student with E+ in the "Middle" class was an oversight and the two E's in the Control classes must have had the permission of the Department to continue in the subsequent class with a failure. It is to be noted that these grades were given by a number of teachers, because from other sources it is

TABLE IV  
DISTRIBUTION OF FIRST SEMESTER GRADES OF THE EXPERIMENTAL  
AND CONTROL CLASSES

Classes	Cases	E	E+	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
High	31									1	7	2	5	16
Middle	54		1					20	5	5	23			
Low	26			1	16	4	5							
Control	78	2	0	3	5	0	4	26	1	3	18	3	0	13

known that only about 40 percent of the students stay in the same class in subsequent semesters. That there was considerable variability in these teachers' marks appears in *Fig. 1*, the distribution of scores on the Iowa Test (FT1, "A") given at the end of the first semester.

These scores correlated with the first semester grades gave a coefficient of  $.65 \pm .028$  (190 cases). The overlapping is excessive, less than half the "High" class is shown in the upper quartile and three cases are in the lower quartile. This last statement is borne out by the fact that one student was transferred from the "High" class all the way to the "Low" class at the six-weeks adjustment period. The "Low" class is placed better; about two-thirds in the lower quartile. The Control classes are exceptionally well placed: only three too many in the lower quartile and three too few in the upper quartile. It was necessary to smooth the data for the graph and even then there was left a tendency to a wavy curve. Each curve (see also *Fig. 2*) shows a skewness toward the lower scores.



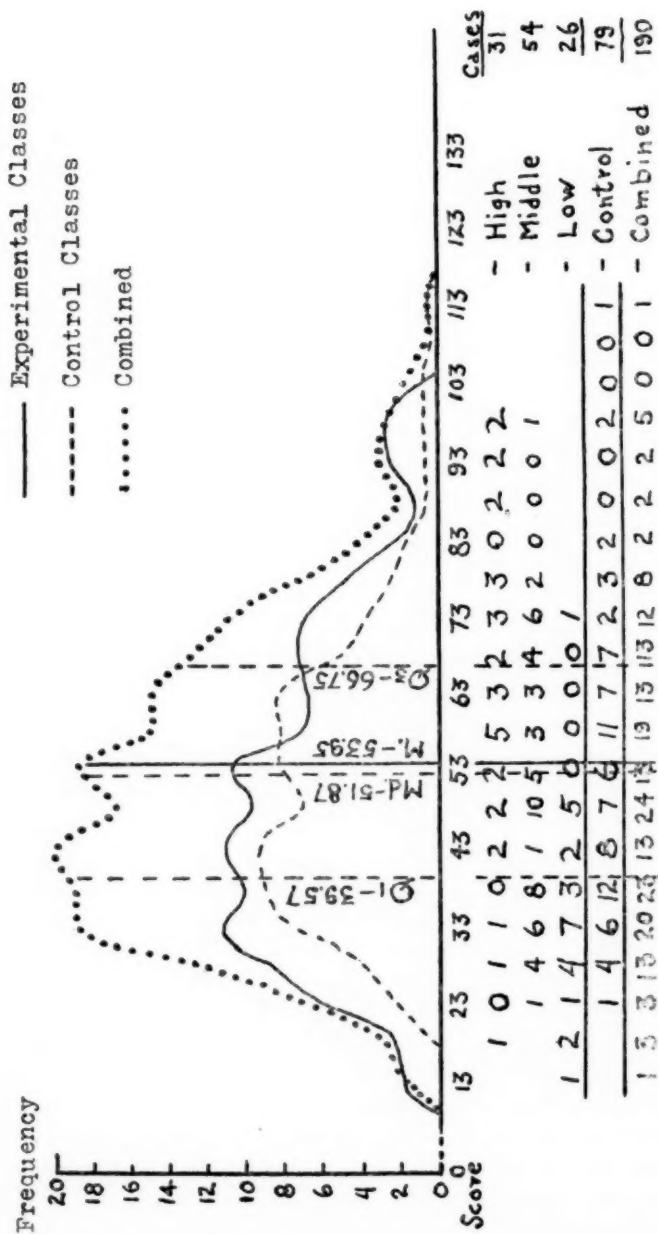


Fig. 1—Distribution of Scores on Iowa Placement Examination (FTI, "A") taken at end of First Semester 1926-27 (smoothed once). Note: Correlated with 1st sem. grades: .65; S.D.: 18.73; Skewness: +.336.

At the end of the first six weeks an hour-quiz was given which made use of the technique of the "new" examination. All the experimental and control classes took this test, the scores were all thrown into one distribution, and the results translated into grades on the basis of one Mean Deviation equal to one letter-grade as described above. Table V gives the distribution of these grades.

The overlapping above shows that previous grades are not so reliable as a basis of sectioning as the scores on an achievement

TABLE V  
DISTRIBUTION OF FIRST SIX-WEEKS GRADES OF THE EXPERIMENTAL AND CONTROL CLASSES

Classes	Cases	F	F+	E-	E	E+	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
High	31							1	0	2	2	1	4	8	2	3	8	
Middle	59	1	0	1	0	3	0	4	4	11	8	4	7	6	8	0	1	1
Low	28				2	1	6	9	5	2	2	1						
Control	90				2	0	6	9	2	12	16	5	7	10	6	5	10	

test, if the assignment of the grades has not been controlled to lessen the variability of teachers' judgments. *Fig. 1* shows about the same amount of overlapping as actually happened at the end of six weeks: that shown in Table V. Again the control classes appear well placed in the quartiles; a few more should be in the first quartile from the second. The third and fourth quartiles are

TABLE VI  
DISTRIBUTION OF SECOND SIX-WEEKS GRADES OF THE EXPERIMENTAL AND CONTROL CLASSES

Classes	Cases	E	E+	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
High	29							1	1	5	8	5	5	3	1
Middle	59		1	1	2	3	11	10	10	7	10	3	1		
Low	28	1	3	1	4	6	5	8							
Control	89	3	3	3	8	7	13	7	9	13	5	7	8	3	

well balanced. This overlapping was relieved in the experimental classes by transferring the lowest grades from the "High" class to the two "Middle" classes and enough of the highest grades of the "Middle" classes to replace them. Likewise the "Low" class exchanged its highest grades for an equal number of the lowest grades from the "Middle" classes.

That this condition was helped is shown by Table VI, giving the distribution of the grades of the second six-weeks, and obtained

as before from the teachers' class grades (2/3) and a "new" type quiz (1/3).

There were only three or four transfers the second six weeks. In table VI there is still some overlapping but it is not so bad as that of the first six weeks. The "Low" and "Middle" classes are already producing some higher grades. The control classes are well

TABLE VII  
DISTRIBUTION OF THIRD SIX-WEEKS GRADES OF THE EXPERIMENTAL  
AND CONTROL CLASSES

Classes	Cases	E+	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
High	28								3	6	6	8	5	
Middle	61		1	4	8	6	6	14	8	4	5	3	2	
Low	27	1	5	5	7	6	3							
Control	89	3	3	3	8	14	15	8	12	5	1	13	4	

divided in the quartiles. Tables VII gives the distribution of grades for the third six-weeks.

Table VIII gives the distribution of Final Semester Grades.<sup>7</sup>

Only one-fourth of the group making a grade of B should be included in the upper quartile. Even then it is apparent that the

TABLE VIII  
DISTRIBUTION OF FINAL SEMESTER GRADES OF THE EXPERIMENTAL AND CONTROL CLASSES

Classes	Cases	E-	E	E+	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
High	28										4	8	6	6	4	
Middle	63					3	4	10	13	10	8	7	6	2		
Low	25	1	0	1	4	10	2	4	2		0	1				
Control	89		4	0	2	17	0	3	21	4	1	18	3	2	14	

control classes have erred greatly in too many A's. This fact is borne out by the Achievement Test scores in Fig. 2. The *Iowa Placement Examination* FT1, Form "B" was administered at the

<sup>7</sup> To determine the final class grade for the semester, the first six-weeks grade was weighted 1, the second six-weeks grade 2, and the third six-weeks grade 3; the sum of the three weightings divided by six gave the final class grade. This was counted 2/3, and the final examination 1/3 in arriving at the final semester grade. Thus due consideration has been given to the judgments of the instructors under whom the students worked.



end of the second semester 1926-27 and *Fig. 2* shows the distributions for the experimental and control classes separately. *Fig. 2* is quite similar to *Fig. 1*, but when the curves are compared it should be remembered that Form "B" is more difficult than Form "A." The quartiles expressed in terms of Form "A" are shown in a note below the graph.<sup>8</sup> *Fig. 2* bears out the fact that one student of the "Low" class was able to make a grade of B-. It also shows the high achievement of the "High" class better than the semester grades show it.<sup>9</sup>

Table IX gives the coefficients of correlation of each series of measurements with the others.

TABLE IX  
COEFFICIENTS OF INTER-CORRELATION OF VARIOUS MEASUREMENTS OF FRENCH  
1b EXPERIMENT, SEMESTER II 1926-27

	FT1 "A" 1st Sem.	Grades 1st Sem.	Grades 2d 6-wks.	Grades 3d 6-wks.	Grades 2nd Sem.
Grades, 1st Sem.	.65				.75
Grades, 1st 6-wks.	.69	.67	.80	.80	.84
Grades, 2nd 6-wks.				.86	.88
Grades, 3rd 6-wks.					.94
Ft1, "B", 2d Sem.	.83				.78
Grades, 2nd Sem.	.73				

P. E. of r. ranges from .0058 to .0281

When the semester began there were grades recorded from a number of instructors for the first semester's work. These grades correlated .65 with the Achievement Test given at the end of the first semester (FT1 "A"). At the end of the first six-weeks the first

<sup>8</sup> By regression equations with  $r$  considered as 1.00: see ODELL, C. W.—"Educational Statistics," Century Co. 1925, p. 192-199. A Form "A" score is roughly one and one-third times its equivalent measurement by Form "B." The equation is:  $1.3359B - .8$ .

<sup>9</sup> The final grades were invalidated for comparison purposes, partly by the fact that final examinations were given in June 1927 according to hour schedules. Thus the three control classes took different examinations from that taken by the experimental classes and the results are only partially comparable. The teachers of two control classes gave no plus and minus grades and 38 percent of the students therein were given grades above the average they had made throughout the semester: in some cases three or four places above.



semester grades correlated with the first six-weeks grades yielded .67; the first semester achievement test with first six-weeks grades gave .69. At this point there was considerable shifting of students who had not been correctly placed, when sectioning was performed on the basis of first semester grades. From here on the relationship between measurements—and therefore the correctness of placement—becomes higher and higher. The second six-weeks grades correlate .80 with the first six-weeks grades. The third six-weeks grades correlate .86 with those of the second six-weeks and .80 with those of the first six-weeks. The final second semester grades correlate .94 with those of the third six-weeks, .88 with those of the second six-weeks, .84 with those of the first six-weeks, and .75 with final first semester grades. The final second semester grades correlate .78 with the scores of the second semester achievement test and .73 with the scores of the first semester achievement test. The two applications of the tests correlate .83 with each other, whereas the final grades of the two semesters yield a coefficient of correlation of .75 when correlated with each other. The tests seem slightly more reliable than grades and this is due to the partial elimination of subjectivity in marking. The first semester final grades contain many variable errors because they were given by several instructors working independently and on no established or concerted basis.

In the sectioning described above there was three-way division each semester: "high," "middle," and "low" classes. There was evidence that each "Low" class had profited by being sectioned, but these classes were very difficult to teach. The instructors concerned in the experiment, deeply interested in the study of the comparative progress as they were and giving special attention to these classes, were hard pressed to make the instruction interesting and profitable. Are "Low" classes worth the effort involved? Can they always have good teachers, challenged by the difficulty of their tasks—to make slow students learn quickly? Probably not; at least it is a question that each institution must decide for itself.

The second semester of 1927-28 the four experimental classes described at the beginning of this article were continued, but this time on a two-way division: one "High" class was formed of the students making the highest first semester grades and the other three classes were composed of the remaining students, allowed to

continue in the classes in which they had registered. Table X gives the distributions of first semester grades of the four classes.

At the end of the second semester 1927-28 the *Columbia Research Bureau French Test* (Form A) was administered to the experimental classes. The scores of this test correlated with the second semester grades gave a coefficient of  $.82 \pm .025$ ; correlated with the achievement test of the first semester (FT1 "A") the coefficient was  $.73 \pm .036$ . The second semester grades correlated with first semester grades yielded a coefficient of  $.78 \pm .029$ . These results are quite comparable to the similar relationships of the second semester of the year before as shown in Table IX.

TABLE X  
DISTRIBUTION OF FIRST SEMESTER GRADES OF THE EXPERIMENTAL CLASSES,  
2nd SEMESTER 1927-1928

Class	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	Total
Section A3 (High)							2	2	3	7	6	20
Section A1*	5	1	2	2	3							13
Section A2		3	1	3	6	2	3	2				20
Section A4			1	2	6	5	7	3				24

\* Formerly the "Low" class of the first semester.

Note: New members of these classes the second semester for whom no first semester data were available are not included in these figures.

There remains to be discussed the effect of division on the students and their attitude toward being sectioned. At the end of the first semester 1927-28 each student of the experimental classes was asked to answer a questionnaire, designating his year in college, previous scholarship average, college, and major subject. The questions to be answered were:

- (1) Have you been benefited by being sectioned with other students of language ability similar to yours? How?
- (2) What are the disadvantages of the system from your viewpoint?
- (3) What changes would you suggest to improve the plan?

Table XI shows how the students answered Question I.

Most of the affirmative answers resulted from the feeling of equality among the students and the way the instruction was

adapted to the needs of the students. Those who spoke of "better competition," "freedom from unnecessary explanations," and "not retarded by slow-minded persons," etc., were evidently in the "High" group. The disadvantages mentioned by both affirmative and negative groups were about the same: the change of teachers if sectioning took place after the beginning of a semester; the danger of "high" students resting on their laurels when once classified; the danger of "low" students getting an inferiority complex and giving up hope; the danger of higher standards being required of the "high" students to prevent them getting as high marks when sectioned as they would get in mixed classes; the small chance of a member of the "low" class making a high mark. Some of these objections are real and must be obviated by treating

TABLE XI  
DISTRIBUTION OF ANSWERS TO QUESTIONNAIRE

Answer	Total	Fresh.	Soph.	Junior	Senior	Unclassified	No data
"Yes"	93	37	17	21	3	3	12
"No"	10	5	2	1			2
"Don't Know"	8	2	4			1	1

the sectioned classes as one large group to which the same standard should be applied. Objective tests, graded from easy to difficult items, whether standardized or prepared by the teachers concerned, will partially eliminate the error of individual teacher-judgment and will put the highest ranking student of the "High" class into competition for grades with the poorest student of the "Low" class. Students unfamiliar with the technique of the "new" examination distrust the necessity of time limits, and many of the objections from the questionnaire were directed at this feature of the quizzes. Many students work straight through an examination, waste much time on trivial items of little weight, and fail to finish. Timing spreads this tendency over all the parts of the examination. If students are permitted to look back over previous parts of an examination when they finish before the time limit, a variable error is created which brings in individual differences other than that of achievement. This error is always present, however, in the traditional essay examination and may not be a serious interference.

Some of the answers to Question I are very enlightening. A liberal Arts Freshman (C average) said: "Yes. Because in a class of my ability I was not ashamed of myself and afraid to recite. Therefore I got a great deal more out of the class." A Commerce Sophomore said: "Yes. You are not so embarrassed if you cannot answer some question that would seem easy to someone who was more capable along that line than you." An Engineering Junior said: "Yes. One can progress faster, without waiting for the slower ones to catch up. One must work a little harder to keep up with the class." A Liberal Arts Senior (B+ average) said: "I think I have been benefited by being grouped with other students of mediocre ability. In that some weren't always ahead and raving along at great extent about things that weren't of real importance in understanding the language." Some of the objectors thought they would have been benefited by the presence of better students than they, but the burden of evidence is more than nine to one against them.

It is not necessary to discuss the viewpoint of the teachers of sectioned classes: it is inevitable that they should like the "High" classes and find the "Low" classes very difficult to teach and very much a burden. Teachers also like the "Middle" classes because of the uniformity of material to work on; they do not regret too much the loss of their best students, because new leaders appear who had probably been intimidated before.

In conclusion it may be said that sectioning is quite profitable in beginning languages where there are sufficient classes to apply it. It is quite beneficial to superior students and they like it, and their teachers like the kind of classes they get. It is also beneficial to students of less ability, but it is doubtful whether there is enough gain in "Low" classes to overcome the considerable disadvantages. Two-way sectioning, therefore, seems the more practical, and if the "high" students are permitted to advance as rapidly as they are able and to proceed toward objectives not possible to a mixed group in a limited time, the "average" and "poor" students are not at all harmed by their absence and are usually able to reach new levels of achievement, higher than they would have done in heterogeneous grouping.

Previous language grades are reasonably reliable as a basis for sectioning if they have been controlled by some uniformity of

standards and methods of measurement. Beginning students may be sectioned with some degree of accuracy on the basis of an "Aptitude" test at the beginning of study and avoid changing classes after getting started with one teacher. More accurate is the sectioning done on controlled grades after a month or six-weeks of actual study. A combination of the two plans could be worked out: immediate sectioning on an "Aptitude" test and correction of the displacements at the end of a month by promotion and demotion. The University of Illinois has a two-way plan of sectioning in Romance Languages with a two-way set of objectives. The details of this plan and its purposes will be the subject of a later article.<sup>10</sup>

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Note: The *Iowa Placement Examinations* are published by the Extension Division, University of Iowa, Iowa City, Iowa; the *Columbia Research Bureau Tests* are published by the World Book Co., Yonkers-on-Hudson, N. Y.

<sup>10</sup> The writer wishes to thank his colleagues who participated in the experiment reported above: Mrs. Catherine Anderson, Mr. John Alexander, Mr. Paul Jacob, Mr. John Ramsey, Mr. Ernest Stahly, and Mr. John Utley; also to thank Dr. Herbert Cameron, Prof. of Educational Psychology, Chairman of the University Senate Committee on Sectioning, for securing money grants and for his cooperation.



## HIGH SCHOOL UNITS AND UNIVERSITY CREDIT IN THE LANGUAGES

THE system of admission to colleges and universities by certification necessarily permits inequalities in the knowledge of any particular subject on the part of students from different high schools. Poor teaching and admirable teaching in so far as the instructors are concerned, proficiency and the lack of it in so far as the students are concerned, receive the same stamp of approval in the colleges, since certification under our decentralized system of education may mean widely different things. High school inspection by supervisors connected with the universities does not prevent inequalities. Such inspection is commonly rather superficial and can not record the actual progress of classes over long periods of time nor of the individual students. The practical results of certification are, therefore, likely to prove extremely troublesome to the higher institutions. Students of varying degrees of knowledge in a given subject or in a branch of a given subject are thrown together in the colleges and the instructors are thereupon faced with the duty of trying to bring order out of something resembling chaos. The ensuing loss of time, effort, and money can not but be considerable.

An excellent proof of the confused conditions to which certification gives rise is to be found in the evaluation of high school language units in terms of university credit. Whatever the merits or defects of certification—and the present writer holds no brief either for or against it—the fact is clear that the consequences of certification are unpleasantly felt in many college subjects, and more especially in the foreign languages.

Within a compact area of the Middle West a surprising amount of variation in the treatment given by the universities to language units presented by entrants from the high schools was found, on investigation, to exist. About fifteen universities were consulted. In some universities, a high school year of language is rated as the equivalent of a university semester of five weekly periods; in some, as the equivalent of a university semester of four weekly periods; in others, as the equivalent of a university quarter; in still others, as the equivalent of but half a university semester of five weekly

periods. The assignment of students to university classes is even more diverse, as may be observed in the following tables.

Students entering with 1, 2, or 3 high school units of language are assigned to the university semester or quarter in the languages as indicated in the second and fourth columns.

<i>High school units presented</i>	<i>Assignment to university semester</i>	<i>High school units presented</i>	<i>Assignment to university quarter</i>
Group I		Group V	
1.....	2nd	1.....	2nd
2.....	3rd	2.....	3rd
3.....	4th	3.....	4th
Group II		Group VI	
1.....	2nd	1.....	2nd
2.....	3rd	2.....	3rd
3.....	5th	3.....	5th
Group III		Group VII	
1.....	1st	1.....	1st or 2nd
2.....	3rd	2.....	3rd
3.....	4th	3.....	4th
Group IV		Group VIII	
1.....	1st (with a loss of half credit)	1.....	3rd
2.....	2nd	2.....	5th
3.....	2nd (with a loss of half credit)	3.....	7th

A few other arrangements, consisting mainly of special combinations of university courses, also obtain.

The extent of the variation becomes even more striking when we recollect that the assignment falls into eight groups, though only about 15 universities were involved. In other words, not more than two universities, on the average, follow the same procedure.

These variations, to be sure, would have no particular significance if the work mapped out in the high schools differed so much as to prevent approximate uniformity of assignment in the universities. But the fact is, at least in my own state, that the high schools aim at covering in the first, second, and third years practically the same ground as that covered in the first, second, and

third semesters in the university, and such discrepancies as occur are what must be expected in individual cases even under the most scientifically coordinated system. What is true in my state is, *mutatis mutandis*, probably true in other states.

It would appear, then, that the language departments of the universities, and not the high school standards in general, are principally responsible for the lack of uniformity in the treatment of high school students when they come to the university. As the universities may be assumed not to assign students to classes capriciously, but on the strength of conditions that they believe to prevail, it may be appropriate to inquire into the causes of the heterogeneous assignments.

The reasons for the diversity of treatment usually mentioned are of the following tenor: 1. The preparatory work is not properly done in the high schools; 2. Students are passed in the high schools who do not deserve to pass; 3. Students coming from other states have not had the same sort of training as students coming from the state in which the university is located; 4. In a very large number of high schools, the language work is done in the earlier years, and students have naturally forgotten most of their language during the interval between their high school and their university language study; 5. Varying degrees of emphasis placed in the different high schools on oral work and on the more formal grammar-translation work prohibit university teachers from beginning at the point reached by the more satisfactory high schools and force them to take a long step backward; 6. Many university departments fear that they will lower their standards in accepting one high school unit as the equivalent of a university semester, in spite of the rather general feeling that this is the most reasonable method of computation in universities having the semester plan, and consequently compel students to do over what they have already done and penalize them into the bargain by reducing their university credit. A frequent result is that students who transfer from one university to another lose credits that they can ill afford to give up and are sometimes endangered as to graduation because of non-fulfilment of language requirements.

Whatever the justification for the present confused system, it is so cumbersome and self-contradictory that the sooner it is improved, the better for both the students and the language depart-

ments. It serves no useful purpose, encourages no worthy principle, and, so far as can be discovered by the aid of logic or of attentive observation, seems purely arbitrary. The penalties that it inflicts on the student are unjust, and the low standards that in so many cases it helps to perpetuate in the high schools reflect no credit on the universities as educational leaders. True, many universities appear, through their low appraisal of high school work and through the penalties that they impose, to be defending tenaciously and laudably their own high standards. On the other hand, they forget that they are steadfastly encouraging low standards in the high schools. Furthermore, they pay too little attention to the fact that a wide gap between high school endings and university beginnings can never prove satisfactory to the universities themselves, in view of the absolute dependence of the universities in question upon the high schools for their material. Surely, some plan can be devised that will enable the universities to maintain their own standards while at the same time stimulating the work in the high schools!

The first desideratum for university and college instruction in the languages is, it goes without saying, that the students coming from the high schools be placed in the classes in which they belong. Unless this paramount principle is followed, classes are bound to contain numerous misfits, due to one or several of the reasons set forth above. Few, if any, college teachers are likely to deny the supreme advantage of such a procedure; nor are many likely to doubt the feasibility of proper placement by means of suitable tests given during the first week or two of the school session. In a considerable number of universities placement tests are already being used with encouraging results. The only peculiar circumstance in connection with the placement of students is the sad truth that relatively few language departments have attempted to make use of so rational a solution of such a vexing problem. The regulations regarding university credit and the recent establishment of sectioning according to ability have acted as the chief deterrents.

A word or two on the subject of the relation between sectioning and placement may not be amiss here.

To my mind, the two methods have entirely different objectives. They can not serve one and the same purpose. Sectioning for

ability concerns itself solely with the varying aptitudes of students in a given course who have the same general knowledge, but are expected to make varying rates of progress within certain limits. Like runners in classified interscholastic races, each member belongs to a particular group by virtue of tested capacity that throws him into that group rather than into another. The members of the group will run the race in nearly, though not exactly, the same time and have been thus classified precisely because of the belief that they can keep up fairly well with one another. Otherwise, the classification would have been different. Placement, however, as used in the somewhat technical sense applied to it in the schools, means the distribution of students among the different groups or courses and not the grouping of students within one course, or, what amounts to the same thing, the distribution of students among the sections of a given course. In other words, placement is necessarily preliminary to sectioning, and the two processes are absolutely distinct.

My only excuse for the foregoing explanation of what is so perfectly obvious as to seem platitudinous and superfluous is that some teachers appear to feel that sectioning for ability can solve the problem presented by students coming to the university with language units acquired in the high schools. Students entering the university from the high schools with exactly the same number of language units may not by any manner of means belong in the same group, and the difference of ground effectively covered in the better and in the poorer schools may, and only too frequently does result in a divergence as great as that found between two wholly different courses in the university. Since this is the case, and since in the universities that accept certification it is not customary to classify the students by entrance examination, our only practical remedy consists in classifying them by placement tests after they have been admitted to the university.

The regulations governing the evaluation of high school language units in terms of university credit are, as has been shown, a mixed matter. It may be assumed that the varying treatment accorded language units is in most instances occasioned both by lack of real knowledge in the colleges as to what the high schools are doing and by the preservation of a traditional system of appraisal not now consonant with the facts. No doubt a satisfactory



method of appraisal could be arrived at by sympathetic cooperation between the high schools, on the one hand, and the junior colleges, four-year colleges, and universities on the other, but the effort does not seem to have been made in many states—if indeed in any. I should add, however, that there is now a movement on foot in my own state to develop some plan for coordinating the work of the high schools and the colleges and for determining upon some common method of estimating high school work in terms of college work.

One phase of the university regulations is of unusual importance wherever the proper placement of students is undertaken. Shall the student, if placed in a lower course than he should ordinarily enter, lose college credit because of his inability to go on with the majority of entrants?

I suppose that most college officials and most language departments would answer offhand that the student in question should most certainly lose some college credit. Through his inability, he has demonstrated that he did not make satisfactory progress in the high school. As a moral lesson to him, he should be penalized. The school that sent him should be penalized, if only vicariously and in the person of the student, as a warning that it has not been providing adequate instruction. Moreover, a penalty should be imposed somewhere on the principle that duplicate credit should not be allowed for the same thing. Having received credit in the high school for one year of language, the student should not be granted any university credit if obliged to begin the language over again in the university.

Curiously enough, little consistency is shown by the colleges and universities in imposing the penalties, and we are led to assume that the scales of justice move up or down rather erratically and are influenced by local atmospheric conditions. Prejudices and traditions, rather than serious study of the problem, still wield the controlling power in the language departments of the universities.

If duplicate credit should not be allowed, why does one university give half of the regular university credit to the student who begins his language over again after having had a year of it in the high school and received credit for this unit toward university entrance? Why, in another university, where a high school year of language is rated as the equivalent of a university quarter,

is a student coming with two years of language penalized to the extent of but two units toward graduation if he enters the second quarter of the language? Why, in another university, is the student coming with one year of language given two-fifths of the normal credit if he takes the first semester's work in the university? If, in order not to be too exacting with the individual student, a certain amount of duplication of credit is, as a matter of fact, allowed in general, why, in some universities, is the student given no credit at all when entering the first semester's work in the university after having had a year's work in the high school? Finally, if duplication of credit is, on the whole, considered a vicious principle in theory, at least, why, in universities where duplication of credit is regarded as demoralizing in the language field, have not the university officials taken active steps to prevent duplication of credit in other fields? In one representative university—and possibly in others from which I have no definite information on this head—students beginning their language study over again after presenting a high school unit for entrance credit are penalized by the deduction of half of the credit for the university course, but students in some of the scientific subjects are not penalized at all in identical circumstances.

Apparently, the principle of duplication of credit is divergently interpreted in different universities, and no unanimity of opinion or practice can be discovered in the handling of the problem. Since this is so and since students usually lose at most only a part of their university credit upon repeating in the university a language taken in the high school, would it not be wiser in all instances to cease haggling about a matter of two, two and one-half, or three hours' credit and to permit the student to enter without any loss of credit any course that he is qualified to pursue? From the educational standpoint, that can be the only rational policy. Would it not be even a commendable form of expediency to allow the student to go without loss of credit into the course in which he really belongs in view of the almost insuperable difficulty that he is likely to experience in his first two years in arranging a full program, after deduction of credit, in those universities in which most of the junior college courses are given for five hours' credit? In those universities the difficulty referred to proves extremely troublesome to registration committees. It is not improbable that universities

functioning under the "quarter" plan are obliged to contend with the same difficulty.

Whatever the practical problems arising from the common custom of deducting university credit, the fact remains that it is unjust to penalize the student for what is no fault of his. If his language units have been certified by the high school and accepted in fulfilment of the university entrance requirements, his responsibility ends. The blame for his inability to enter the regular course with regular credit falls either upon the high school that certified him or upon the university, which has continued to accredit for university entrance the language work of the particular high school. The student surely ought not to be punished for the lack of co-operation between the high schools and the universities; yet, under present conditions, he is the only one to suffer, and the punishment inflicted upon him is very real. Were the student sufficiently sophisticated, he could fairly allege that a penalty of two and one-hours' credit is equivalent to penalizing him to the extent of about one-sixth of the cost of one semester of his university education—a not inconsiderable amount of money nowadays.

All the inconsistencies, difficulties, and injustices inherent in our present treatment of high school students entering college language courses could be eliminated by the simple process of placing students by test in the classes where they belong without penalties of any kind. If they prove that they are not capable of doing the work of the college course designated for students who have had one, two, three, or four years of high school language, they should be assigned without penalty to the next lower course or to whatever course they are actually prepared to take up. If they are too advanced to be handled in the course in question, they should be assigned to a higher course.

The fear that under such a plan students would voluntarily falsify their knowledge in order to be assigned to a lower, and presumably easier, course is hardly worth worrying about, especially if the colleges should adopt the very desirable measure of reporting back to each high school, for purposes of proper coordination and the maintenance of standards, the names of delinquent students. Unless the understatement of knowledge by students has become so prevalent and disastrous in the colleges and universities where sectioning for ability is practiced as to nullify the system, it is

safe to assume that it will not become a crying evil under the plan here proposed. Some college students will, of course, always try to "beat" administrative measures and will often be successful in doing so. Our remedy must be, as it has always been, to try to make such abuse increasingly difficult.

The problems connected with the appraisal of high school units and the placement of students in college language courses are, I believe, sufficiently important to warrant careful consideration by the various local and national organizations, by the language departments in high schools and colleges, and by the administrative officers of both classes of institutions. In addition, as the languages have in this article been used only as an example of what is happening in many subjects, the question evidently deserves the thought of high school and college teachers and officials in general. Entrance to college by certification is unquestionably here to stay, and it is incumbent on teachers and officials to remove or reduce the difficulties occasioned by it with as little educational loss and administrative friction as possible.<sup>1</sup>

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<sup>1</sup>The following passage, read by the author after proof of this article had been printed, is important as coming from one of the investigators of the Modern Foreign Language Study and corroborates his position: "A pertinent question is whether present practices in evaluating credits are valid or not. The facts concerning individual and class variations indicate clearly enough that no measure of achievement on the basis of time spent in study can be entirely valid for the individual student. The need for some form of placement test is evident. A comparison of high school and college norms, while it has no bearing on the proper evaluation of the credits in individual cases, does have a bearing on the soundness of practices for the average student or in the long run. Such a comparison of the high school medians and college medians indicates that at the earlier levels at least the ratio of two to one is on the whole justified." (*Achievement Tests in the Modern Foreign Languages*, by V. A. C. Henmon, The Macmillan Company, 1929, p. 207).

## PROBLEMS OF MODERN LANGUAGE TEACHING IN THE JUNIOR COLLEGE

THE Junior College is growing apace and seems likely to stay with us. In spite of the short time which has been granted it, like the Junior High School it has already passed beyond the experimental stage. Even in communities where there are full-fledged colleges or universities, there seems to be plenty of room and an abundance of students for a new Junior College as soon as it springs up.

Is this new educational institution destined to play a vitally important rôle in our scheme of things and to form a connecting link with the more advanced work of the Junior and Senior years at the universities, or will it merely crystallize into a sort of post-graduate High School, or at times a convenient and respectable playground for those students who cannot or who for diverse reasons do not choose to try their fortune in the universities? No general answer, of course, can be offered to this question; at least not as yet. Varying conditions hold. At the present writing, the answer in some instances would indicate marked High School tendencies, in others it could be demonstrated that work of a true university calibre is being done.

The writer of these lines has just completed the task of studying conditions and methods that prevail in the teaching of *Modern Languages* in a number of well established Junior Colleges on the Pacific Coast. Although these observations are offered especially for the interest and consideration of modern language teachers, some of them undoubtedly can be carried over into a larger domain and applied to the Junior College outlook as a whole. Inasmuch as many of the teachers who were interviewed and whose classes were visited are also teaching language classes in High School, the kind of work done in the High Schools came somewhat within my observation, but not to the same degree as that of the Junior College. My purpose and desire in these visits was to be primarily a friendly and constructive critic, to discuss texts, methods, and library equipment, to offer suggestions and answer questions, in short, to try to bring about better articulation between the established standards that have been gradually worked

out and these newer conditions that have rapidly come into existence.

For the most part Principals, Deans, and the individual language teachers in our Junior Colleges were found to be responsive and wide awake to existing conditions, striving for general improvement all along the line. In some localities, however, in spite of the very short time that has elapsed since their establishment, certain institutions seemed to have settled into a sort of routine and fixed outlook upon the academic world that can be altered by nothing short of a considerable change in personnel. Such unfortunate conditions, it is true, are seldom the fault of any one in particular, but result rather from apathy in a given community, lack of intelligent cooperation and direction from the School Board, at times unwise political interference, and quite frequently from insufficient funds to attract the best equipped teachers. Wherever such conditions prevail, the adequate teaching of Modern Languages is obviously hindered. Indeed, in some of the poorer communities where the children come chiefly from families of oil workers and farmers, one of the greatest difficulties to be overcome is inherent in the students themselves; a certain mental heaviness, total lack of background, and absence of any cultural interest whatsoever. The ultimate solution for the Junior College which draws most largely from such material will undoubtedly be that of going more extensively into the field of vocational training. At the same time, by retaining and occupying a little longer beyond their High School days these less gifted students, the Junior College should cause to diminish appreciably the present high ratio of failures in the universities. For by the end of their Junior College career many students who have somewhat blindly followed the general rush to college definitely discover that they are not adapted to the complexities of higher education.

At present, from 12 to 15 units in foreign languages are required for the Junior College certificate. Consequently the task of the language teacher who finds himself in one of the less fortunate communities above described is no easy one. He must do his best to impart to the students rudimentary notions of grammar and literature; nay, perhaps faint ideas even of racial contributions to culture and civilization. Great patience and skill are necessary for this, and considerable vitality, for such work has to begin at the



very bottom and proceed almost without let-up. In frequent cases, however, the teaching load is so heavy that by the end of the day, and certainly by the end of the week, the teacher himself is too weary to give any longer the best that is in him, and functions like an automaton. This is one of the most immediate problems to be solved in placing some Junior Colleges upon the proper basis. Furthermore, this great effort put forth by the language teacher is largely rendered negative by the fact that many of the students are obliged to put in long hours of manual labor outside to help support their families, that almost no time is left them for home study, and that they do not have anyone with whom to discuss these strange new ideas they may be acquiring.

Results are naturally much more encouraging in the Junior Colleges that draw their student body from the better High Schools. There we are more likely to find adequate faculties that enjoy sufficient leisure for the constant self-improvement so necessary in the profession, time also for the careful preparation of their courses, for a language teacher never becomes so good but that preparation of each lesson will make him a more effective teacher.

However, even in the better Junior Colleges, one of the most serious criticisms of the teaching of Modern Languages is that often there is not sufficient differentiation between the kind of work done in the High Schools and that of the Junior College. If the latter is to deserve its high name, certainly the work demanded of the students should be of a more advanced and original nature. This same criticism, it is true, has frequently been advanced even against our better universities, by foreign educators who come to visit us. It is particularly easy for the Junior College to fall into this fault, because of the closeness of its relations with the High School in most communities. As a matter of fact, in many instances the same buildings and the same faculty serve both High School and Junior College.

Many language teachers who have had a long record of teaching in High School find themselves suddenly pressed into service in the Junior College. Such an appointment is usually eagerly accepted, for it is regarded as a promotion, but unfortunately in many cases the teacher in question must continue at the same time with a large part of his High School work. It is almost inevitable under these circumstances that much of the High School



atmosphere and approach to intellectual problems should be taken into Junior College teaching. There results a certain childishness, a playful familiarity and lack of dignity, an absence of serious purpose in the quality of the work that may make the shock to the student very sudden and discouraging if later he transfers to a university of high standards. It will no doubt soon be generally recognized by those who are directing the destiny of the Junior Colleges that separate buildings and a distinctly separate faculty are preferable.

Another difficulty encountered among High School teachers who are carried over into Junior College work arises from extreme laxity in grading. This usually involves the teacher who wants to be popular, who imagines that his students will love him more and make a better showing if he gives quantities of *A*'s and *B*'s. In the long run this policy works a great injustice against the student, and against the school, for although comparisons are odious they are bound to be made. How often did the visitor hear the plaintive remark, "Jones was an *A* student with us, but his grades have gone down terribly at ———— University!" The hardest task some Principals have is to uphold the strict and impartial teacher rather than the easy grading, *laissez-aller*, sentimental type, but how eloquent are the results in favor of the former!

At the same time it was disappointing to find certain conscientious and hard working language teachers holding to old outworn methods that will cause their students serious embarrassment when they meet with stiffer competition. In some cases the same old texts are being employed that were used by the teacher himself as a student 20 or 30 years ago. This is quite justifiable for some of the standard authors, but in recent years there have been so many improved methods that at least a change of edition from time to time would seem preferable.

Another defect was the large amount of time which some language teachers devote to translation into English, despite the widespread tendency all over this country and in England to demand of the pupil greater fluency and accuracy in the spoken language. Such a teacher usually defends this practice by saying that he is also teaching the students English. This is debatable, to say the least, and certainly much of the precious time consumed could be much better expended on grammar drill and idioms, or in ques-

tions and answers in the language itself. At times this practice results from timidity on the part of a teacher who has himself not learned to speak the foreign language with sufficient ease. There are others who simply do not care to talk. This may be due to lack of imagination, although most of the recent language texts are so copiously provided with helps and questionnaires as to relieve the teacher of all strain. There may be some who are just naturally lazy and who prefer the translation method because it is the easiest, placing as it does the entire burden on the student.

At almost the opposite pole from the fault just cited we encounter one of which the teacher himself is hardly ever conscious, just as the loquacious person is apt to consider himself taciturn; namely, that of turning the oral part of the lesson hour into a monologue, monopolizing the conversation, talking too much himself and not giving sufficient opportunity to the students to express themselves. This habit is sometimes contracted through mistaken zeal and the desire to set the pupils the correct example in speaking the language, although this same gossip tendency may be discovered when the matter is talked over after class. Far better results seem to be obtained in classes where the teacher who speaks easily and interestingly practices self-restraint and speaks only to the point, precisely and effectively. The important thing is to act as a stimulus in the study of vocabulary, in the acquisition of valuable notions in literature and history, while ironing out imperfections in pronunciation and grammar. Most language teachers will agree that it is extremely important in the early stages to correct a faulty pronunciation carefully and constantly, otherwise mistakes become so inrooted that it is almost impossible to get rid of them at all later on.

Another serious drawback to the successful teaching of modern languages in the Junior College comes from a condition that cannot be described in a single word, though it is one which it is easy to recognize and also easy to remedy with a little energy and ambition. Principals everywhere are actively encouraging its eradication, and School Boards will often give a little money in that direction, or at least their blessing. Teachers themselves realize for the most part that materially, by promotion, and spiritually, by greater fitness for and greater joy in their work, the eventual recompense will be ample. And yet they often show considerable reluctance

and lack of courage in taking the necessary steps. The condition referred to derives from a sort of stagnation on the part of the language teacher, from following the path of least resistance and failure to keep abreast of the times in one's subject. Some language teachers have not spent a sufficient time abroad to master the spoken side of the language they are teaching; many have not been abroad at all. Others, after being failures at law or chemistry or business, have drifted into the teaching profession because they happened to be able to *speak* one or two modern languages fairly well, but have never taken the pains to equip themselves properly for their task. Without the proper training in linguistic and literary background they will never be able to do the best work.

There is also the case of the teacher who did perhaps a year of graduate work, many years ago, mostly in philology, but who has read nothing in his literature that was written later than the early years of the XIXth Century, and who consequently knows almost nothing about recent trends in thought and literature. It was surprising also to find how many language teachers seem ignorant of the valuable aid they could obtain from splendid magazines like the *Modern Language Journal* and the *Modern Languages Forum*, both of which are of a high standard and almost entirely devoted to the language teacher's particular problems. Other excellent magazines might be mentioned, but these two reviews at least should be in the library of every Modern Language teacher. In the case of the teacher who needs to refresh his memory or bring his knowledge up to date, it would be well to attend some of the excellent summer sessions now being offered all over the country, or better still, to attend a summer session abroad. Such work is suggestive and stimulating and cannot but react for the better on one's teaching.

I have said little about the very satisfactory teaching of Modern Languages I found in many of the institutions visited. Like honesty, or good manners, the proper sort of teaching is more or less taken for granted until found wanting. In turn, it would be quite possible, and no doubt profitable for both sides, if some Junior College representative should observe the teaching of Modern Languages in the universities and point to some defects and shortcomings of which sufficient cognizance has not yet been taken.

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## L'ANNÉE LITTÉRAIRE 1928\*

ON NE peut dire que l'année 1928 ait été signalée par aucun événement bien marquant—sauf si on veut compter comme tel l'épisode plutôt sensationnel de la pièce de Maurice Rostand, *Napoléon IV* (15 septembre, Porte Saint-Martin); celle-ci manqua, disaient certains, de créer un incident diplomatique, car le jeune Rostand avait choisi comme sujet de sa pièce une sorte de légende selon laquelle le gouvernement anglais, et même la reine Victoria, auraient comploté d'envoyer le prince impérial en Afrique pour qu'il s'y fasse tuer, et de débarrasser ainsi l'Europe de la menace d'un retour de la dynastie napoléonienne au trône de France. A vrai dire, les diplomates ont autre chose à faire ces temps que de s'occuper de littérature.

Les Prix littéraires n'ont ému personne; pas même le Grand Prix de Littérature, "pour l'ensemble de l'œuvre" donné à Jean Louis Vaudoyer; et justement il ne souleva pas beaucoup de commentaires car il fut généralement approuvé (Vaudoyer a publié surtout des romans; un des plus connus, parmi les récents, est *Peau d'ange*). Le Prix Lasserre, de 10.000 francs comme le précédent, allait à un homme relativement ignoré, Auguste Bailly, professeur et romancier. Le Prix Broquette-Gonin,—très important—fut conféré à M. Paul Hazard, du Collège de France, qui était à Harvard cet hiver. Quant aux prix dont généralement on attend avec tant d'impatience l'annonce, on a été fort généralement déçu. Le 'Grand Prix du roman', décerné en juin par l'Académie Française fut pour Mme Jean Balde, pour *Reine d'Arbois* (histoire de mal mariée); on trouvait que dans aucun de ses romans, même ce dernier, elle n'avait atteint le beauté de celui qui l'avait fait connaître, *La Vigne et la Maison* (avant l'année écoulée, elle publiait un autre roman encore, *Aiguillage*). Le 'Prix Goncourt' fut adjugé comme de coutume en décembre; le lauréat, M. Constantin-Weyer, intéressera certainement les Américains puisque sa réputation repose presque entièrement sur des œuvres décrivant la vie dans les bois canadiens (*La Bourrasque*, entre autres); *Un homme se penche sur son passé*, le roman couronné est encore une évocation parfois frappante de la vie au grand air canadien; si ces livres dénotent sans doute un grand talent,

\* Pour des renseignements plus détaillés, voir dès qu'il paraîtra le volume *New International Year-Book 1928*; Art.: 'French Literature.' (Dodd, Mead & Co., N. Y.)

il y manque cependant—telle est l'opinion générale de la presse—le sceau d'une grande perfection. Encore moins fut on disposé à considérer comme très heureux le choix du jury féminin pour le 'Prix Femina' (aussi décerné en décembre, le même jour que celui des Goncourt); le livre de Madame Dominique Dunois (pseudonyme pour Mme Marguerite Lemeslé) *Georgette Garou* a paru sentir un peu le mélodrame: Une honnête femme de paysan ne peut donner de fils à son époux et cela est grave dans une famille de paysans:—à qui passera la vieille terre des pères? Alors elle recourt aux services d'un tiers—se croyant une héroïne (et Mme Dunois partageant son opinion puisqu'elle la considère comme une femme du type de Jeanne d'Arc (!) ); le mari et les voisins du reste lui en veulent de cette "faute" plus encore que de la première, et elle s'enfuit découragée. Le 'Prix Renaudot' encore donné le même jour (voir sur l'origine amusante de ce prix notre article de l'an dernier) fut le moins contesté des trois; ce fut André Obey qui l'obtint pour un livre où il décrit l'enfance d'un enfant qui se sent un grand talent musical, *Joueur de Triangle*; même là, on n'a pu s'empêcher de dire que l'auteur avait fait mieux (surtout dans son *Enfant inquiet*, 1920. Parmi les livres que la critique eût voulu voir distingués, et qui, du reste, ont obtenu des voix dans ces trois derniers concours, signalons surtout Ignace Legrand, *Patrie intérieure* (un livre de guerre, sombre mais impressionnant); André Malraux, *Les Conquérants* (question de la civilisation occidentale en Chine); et Drieu de la Rochelle, *Blèche*. L'Américain, Julien Green, a obtenu la moitié du Prix Paul Flat, pour son roman *Adrienne Mesurat*.

Si nous devons citer des romans qui, dans l'immense production, ont semblé, par leur originalité, attirer l'attention plus que d'autres, nous nommerions *Faillite*, roman d'homme d'affaires, par Pierre Bost; *Climats*, un vrai roman cette fois, de André Maurois; Duhamel, *Nuit d'orage*, un cas curieux de savant victime d'une folie de superstition; Jacques Heller, *Nord, Récit de l'arctique*, Fr. Fosca, *L'Amour forcé* (pouvoir effrayant du du comérage et de la médisance), et Martin Maurice, *Amour, terre inconnue*.

Le succès est allé aussi très décidément à certains ouvrages très longs, et à des collections de courtes nouvelles; parmi les premiers citons *L'Histoire d'une société*, de René Behaine, dont le premier volume avait paru en 1906, et dont cette année a vu paraître le 8<sup>me</sup> volume *Avec les yeux de l'esprit*; Roger Martin-

Dugard ajoute deux nouveaux tomes *La Consultation* et *La Sorellina* à son roman en cycle *Les Thibault*; et Jules Romains donne un deuxième volume d'une trilogie *Le dieu des corps*; le premier avait été sa *Julienne*, le deuxième porte le nom de l'œuvre dans son ensemble, et le troisième sera *Quand le navire . . .* Parmi les seconds, nommons les remarquables collections de récits suivantes: P. Bourget, *Deux nouvelles* 'Confidence de femme', et 'Scrupule d'apostat'; Edmond Jaloux, *La Branche morte*; Claude Farrère, *L'Autre Côté* (voulant dire l'au-delà); J. Schlumberger, *Yeux de dix-huit ans*; Jacques de Lacretelle, *L'âme cachée*; Kessel, *Nuits de Sibérie*; Paul Morand, *Magie noire* (histoires nègres); Luc Durtain, *Hollywood dépassé* (histoires américaines); Marcel Boulenger, *Scrupule d'Ildeverde*.

Enfin nommons, sans commentaires, quelques titres qui sortent encore de la production en masse: Dorgelès, *La caravane sans chameaux*; Eugène Montfort, *César Casteldor*; Bordeaux, *Andromède et le monstre*; G. Chéreau, *A l'ombre du maître*; P. Benoit, *Axelle* (mariage international); Thierry Sandre, *Les yeux fermés*; F. Carco, *Rue Pigalle*; Soupault, *Dernières nuits*; P. Istrati, *Mes départs*, et *Les chardons de Barangon*. Et puis, trois romans d'interprétation historique: J. H. Rosny, *Les Furies* (Guillaume II), L. Dumur, *Dieu protège le Tsar* (épisode de Raspoutine) et M. Magre, *Poison de Goa* (inquisition); deux romans de la vie paysanne: Bouzinac-Cambon, *Le domaine abandonné*, et Barbarin, *Le père Pou*; un roman catholique: Artus, *Les chiens de Dieu*; Ernest Pérochon, *Le livre des quatre saisons*, une délicieuse fantaisie de vie animale (Très à recommander aux professeurs qui chercheraient de la lecture de classe pour des enfants de 12 à 15 ans; il y a des notes pour les mots difficiles aux enfants). Comme romans amusants, citons un nouveau-venu, Lefèvre, dans *La Grâce de Lisieux*; la satire sociale de René Jouglet, *Voyage à la République des Piles*. Deux humoristes bien connus se passent d'éloges: Tristan Bernard, *Le voyage imprévu*, et Dekobra, *Minuit*.

Parmi les romans de femmes (sauf ceux déjà nommés—Prix littéraires—et un nouveau roman de Marie Lefranc, *Le Poste sur la Dune*) quelques livres d'une audace qui n'étonne plus, devient plutôt le pain quotidien: Rachilde, *Le Prisonnier* (contrepartie de *La Prisonnière* de Bourdet); Claude Isambert, *Le voyage d'une ombre*, Jean-Maxime David, *Le premier* [!] *inceste*, etc.

Dans le domaine du THEATRE, sauf la petite sensation pro-



duite par le *Napoleon IV* de Maurice Rostand, sensation qui n'avait rien à faire proprement avec la valeur littéraire, il n'y a rien de bien particulier à dire non plus. Une excellente reprise des *Oiseaux* d'Aristophane—qui avaient été adaptés à l'histoire moderne (c.à.d. que le dictateur parvenu était très clairement Mussolini), a été un triomphe pour le metteur en scène Dullin, à la 'Chimère'. La reprise de *Chantecler* dès 1927 a continué pour de nombreuses représentations encore en 1928. Comme pièces portées pour la première fois à la scène en France, la pièce de Tolstoi, *Le cadavre vivant*, joué par la troupe Pitoëff a recueilli probablement le plus de suffrages; et comme pièces françaises les lauriers ont été à peu près également répartis entre *Les Fautes de l'amour*, une pièce sur le ton réaliste et en même temps de pitié pour les faiblesses humaines du vétéran des lettres Lucien Descaves, et *Siegfried et le Limousin*, le roman de Giraudoux mis à la scène. Parmi les pièces gaies—toujours assez nombreuses—distinguons celle de Roger Martin-Dugard, *La Gonfle*, *Farce paysanne*; celle de H. Duvernois, *Eusèbe*; celle de M. Achard, *La vie est belle*; celle de Birabeau et Dolly, *La fille et le garçon*; et peut-être *Le Cocktail*, de Alfred Savoir, dont le sujet est la loi américaine selon laquelle il est défendu à un homme de recevoir une dame dans sa chambre d'hôtel s'il n'y a pas de 'sitting room' . . . Rappelons ici le petit volume de E. Sée, sur *Le Théâtre contemporain* (A. Colin); celui de Dubech, sur *La crise du Théâtre*. Le 'Théâtre Français' semble avoir abandonné l'idée de donner sur la scène le *Cromwell* de Victor Hugo. Nous parlerons l'an prochain de la pièce d'Ed. Schneider, *L'Exaltation* qui n'a pas encore été représentée à Paris, mais qui a obtenu le somptueux prix biennal de théâtre, de 30,000 francs, établi par M. Brieux.

En POESIE le prix Moréas (5,000 francs) a été attribué par le comité à Philippe Chabaneix, pour un recueil de vers très gracieux et détachés de ton, *Bouquet d'Ophélie*. Parmi les concurrents les plus redoutables, on doit citer L. Dubech, *Poèmes*, André Mary, *Poèmes*, et Em. Henriot, *Poésies*. Mentionnons, parce que les auteurs du groupe de l'Abbaye ont fait parler d'eux dans ces derniers mois, la publication par Charles Vildrac de ses *Poèmes de l'Abbaye*; également intéressante, retrospectivement, est la publication des *Chants de dix années* de Jules Romains. Henri de Régnier cherche à encourager le goût de la poésie dans sa *Flamma tenax* (où Victor Hugo est évoqué avec émotion). Maurice Rostand fait du néo-romantisme dans son recueil *Morbidezza*, rappelant lui,



plutôt le souvenir de Musset. Parmi tant d'autres collections signalons au hasard, *Le Lys brisé*, de J. L. Aubrun; *la Rapsodie en mauve*, de Georges Day; *La flamme errante*, de Louis Chollet; *Vingt poèmes de la nuit*, de Jean Malan.

Dans la rubrique DIVERS, signalons cette année: Maeterlink, *La Vie de L'Espace* (l'espace à plus de trois dimensions); Duhamel, *Les sept dernières plaies*—des méditations philosophiques du genre contenues dans son volume *Civilisation*; et le livre au sujet original de la Princesse de Bibesco, *Noblesse de robe*,—elle y fait une sorte de philosophie du goût dans l'habillement, comme Brillat-Savarin nous avait donné un traité du goût gastronomique.

La manie des biographies sevit de plus en plus: Dans la collection des 'Grandes existences'; *Vie de Jean Racine* (traitée de façon très personnelle par F. Mauriac); *M. Vincent, aumônier des galères* (Lavedan); *Double vie de Gerard de Nerval* (R. Bizet); *Vie meurtrie de Musset* (Charpentier); *Vie glorieuse de V. Hugo* (Escholier); *Vie orageuse de Mirabeau* (Jouvenel); *Vie harmonieuse de Mistral* (Andre), etc. Dans les 'Vies amoureuses', *Helène de Troie* (Gérard d'Houville); *La Fontaine* (Frank-Nohain); *Baudelaire* (Mauclair); *George Sand* (Royer); etc. Quantité d'autres: *Saint-Louis* (Goyau); *Nicolas Poussin, premier peintre du roi* (Magne); *La Fayette* (Delteil et un autre de J. Kayser); *Claude Monet* (Clémenceau); etc. Parmi les livres contenant des éléments d'autobiographie, le délicieux *Gerbe d'or*, de Henri Béraud; *La naissance du jour*, de Colette; *Mon premier testament*, de Julien Benda. Le volume 8<sup>e</sup> et dernier des *Memoires de Jules Renard* est sorti de presse—fort important pour l'histoire de la littérature.

Comme ouvrages d'ERUDITION et de CRITIQUE, nommons d'abord le nouveau volume de F. Brunot, sur *l'Histoire de la Langue Française*, IX La Révolution et l'Empire: et ajoutons que l'Académie a donné le grand 'Prix Saintour' à M. Beaulieu, pour sa belle *Histoire de l'Orthographe*. Puis en littérature, pour le Moyen-âge le 4<sup>e</sup> et dernier vol. de Langlois *Vie en France au Moyen-âge* d'après les données de la littérature; une adaptation en français moderne du *Roman de la Rose*, par un expert André Mary. Au XVI<sup>e</sup> siècle, trois volumes imposants sur *Agrippa d'Aubigné et le Parti protestant* par A. Garnier. Au XVII<sup>e</sup> siècle, deux nouveaux volumes de l'abbé Bremond, sur *l'Histoire du sentiment religieux en littérature*; une *Vie de Racine*, par Mauriac déjà notée et un *Tartuffe*

par H. d'Almérás; *La mode des Contes de Fées, 1685-1700*, par une érudite américaine (de Smith College) E. B. Storer,—dans la 'Collection de La Revue de Littérature Comparée. Au XVIII<sup>e</sup> siècle: Bertaud, *Egéries du XVIII<sup>e</sup> siècle* (Salonnières); Hubert, *D'Holbach et ses amis*; Legras, *L'Encyclopédie*; Gaiffe, *Mariage de Figaro*; trois nouveaux vol. de *Correspondance générale de Rousseau*; Schinz, *Pensée religieuse de Rousseau*; Au XIX<sup>e</sup> siècle, A. Viatte, deux longs (et nébuleux) volumes sur *Les sources occultes du Romantisme*; Lasserre, *Des romantiques à nous*. Il y a beaucoup sur Victor Hugo: deux volumes sur *la jeunesse de V. H.*, Lebreton et surtout Benoit-Lévy; Lacretelle, *Vie politique de V.H.*, Guimbaud, *Les Orientales*; Levaillant, *Tristesse d'Olympio*; Weiss, *Maison de V.H. à Guernesey*. Sur Balzac: Hélène Altszyler, *Genèse des plans et caractères de Balzac*, et. Bertaud, Le Père Goriot, Renan, *Correspondance* publiée par Calman Lévy, et H. Tronchon, un excellent *Renan et L'Etranger*. Mentionnons aussi le double travail de Lemonnier, *E. Poe et la critique française, 1825-75*, et *Les traducteurs de Poe*. A Fontainas, *Mes souvenirs sur le Symbolisme*. Deux nouveaux livres de Pierre Quint, sur Marcel Proust: *Comment travaillait Proust*, et *Le comique et le mystère chez Proust*; Ch. Daudet, *Répertoire des personnages de 'À la Recherche du Temps Perdu'*. Emile Bouvier donne un petit livre qui sera très utile à ceux qui sont vraiment curieux de pénétrer dans l'esprit de la littérature si déconcertante des dernières années, *Initiation à la littérature d'aujourd'hui* (Renaissance du livre); et F. Mauriac, auteur de tant de romans remarquables, a un court *Essai sur le roman*; P. Claudel des discussions sur la poésie dans *Positions et Propositions*; et Em. Henriot un excellent petit volume sur *L'Art de former une bibliothèque*.

Notons en terminant la mort de M. de Porto-Riche, de l'Académie, de M. Aulard, la grande autorité de notre génération sur la Révolution française sous tous ses aspects, et celle d'Edmond Estève, l'auteur de *Byron et le Romantisme en France*; la réception à l'Académie de MM. Mâle et Paléologue. M. Gustave Simon, chargé depuis la mort de M. Maurice de la Publication des *œuvres de Victor Hugo* (édition nationale), et président de la Fondation V. Hugo est mort en janvier, et a été remplacé par M. Edmond Haraucourt.

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## THE TEACHING OF SCIENTIFIC FRENCH, GERMAN AND SPANISH IN AMERICAN COLLEGES

WITH the object of determining the status of the teaching of modern foreign languages in courses the content of which is wholly or in part scientific, a questionnaire was sent to the French, German, and Spanish departments of two hundred and seven colleges and universities in the United States. This questionnaire is mostly given below with a *résumé* of the answers to each question.

1. Does your institution offer scientific courses for undergraduates in French? German? Spanish?

Of the 207 schools to which this questionnaire was sent, 29 answered this question in the affirmative for French, 93 for German, and 8 for Spanish. It is important to observe, however, that in most of the questionnaires one or more of the questions remained unanswered with the result that the findings are based on incomplete totals.

2. How many semesters of these scientific courses are offered?

In by far the largest number of schools, the number of semesters of scientific courses offered is two.

3. How many hours per week are required?

Three in by far the largest number of schools.

4. What are the foreign language prerequisites, if any, for admission to courses?

It is specified in a number of cases that two years of high school work count as one year of college work and three years of high school work count as two years of college work. More than half the schools have a prerequisite of two years college work.

5. Are these scientific language courses differentiated according to science groups (engineering, chemistry, medicine, etc.)?

Courses are not differentiated in three-fourths of the schools.

6. Are these courses restricted to students of the sciences?

In less than one-fourth of the schools.

7. Are all students majoring in science required to enroll in a scientific language course? If not, check below the science groups which are so required.

Scientific language courses are not required of all students majoring in science; where they are required it is mostly for chemistry and medicine, and usually in German.

9. Is the material in these courses literary? strictly technical? partly literary and partly technical?

For French, two-thirds of the schools use material that is partly literary and partly technical, while for German, three-fourths of the schools use material that is strictly technical.

11. Please designate by the letter A, B, or C the relative stress laid upon each of the following items in your scientific language courses: (Note: A="essential"; B="desirable"; C="unessential").

- (1) Practice in reading aloud in foreign language
- (2) Oral translation into English
- (3) Written translation into English
- (4) Vocabulary drill
- (5) Study of formal grammar
- (6) Oral work (questions and answers in foreign language)
- (7) Written translation into foreign language
- (8) Free composition in the foreign language

The answers to this question indicate that Item 2 is decidedly the most "essential" except for Spanish. The next is Item 4, which, however seems to be rather considered "desirable" than "essential" for French. The items which seem to be considered as decidedly "unessential" are 6, 7, and 8.

12. Is scientific material used in composition work?

The tendency is definitely against using scientific material.

13. What do you consider the chief aims of a scientific language course? (Please list aims).

For French: (a) reading; (b) translation; (c) broadening influence; (d) knowledge of scientific progress in France.

For German: (a) reading; (b) translation; (c) broadening influence; (d) means of keeping in close touch with German contributions to science; (e) increase in interest in language by correlation with major subject; (f) closer international friendship; (g) ability to understand scientific lectures.

For Spanish: (a) reading; (b) vocabulary; (c) conversation (for traveling); (d) composition.

15. Which of the aims listed in question 13 are satisfactorily attained in your institution?

Generally all.

16. Do you believe that ability to read scientific prose can be

gained best in courses based on (a) literary material? (b) strictly scientific material? (c) partly literary and partly scientific?

The method of using material that is partly literary and partly scientific seems to be the favored one.

17. If you have mixed courses (see 16, c), how many semesters are spent on (a) literary material? (b) strictly technical material?

Generally more time is spent on literary material, especially for French and Spanish.

Is the plan satisfactory? It is satisfactory in every one of the few cases where this question was answered.

18. How does the method used in scientific modern language courses differ from that followed in the regular courses?

For French: In these courses reading is emphasized; more translation than in other courses; little or no grammar, composition, or conversation.

For German: More translation; more attention to accurate translation; emphasis on vocabulary (technical vocabulary); no literary appreciation but trustworthy knowledge; less direct method; less grammar and syntax; less or no composition.

For Spanish: Reading emphasized; little grammar and phonetics.

What changes, if any, would you recommend? More time; better preparation in the literary language; elimination of such courses entirely.

19. Have you an intensive scientific modern language course of one year with minimum of grammar and oral drill and with chief emphasis on acquisition of a reading ability?

Eight schools have such a course in French, twenty-five in German, and one in Spanish.

If not, would you favor the establishment of such a course? The establishment of such a course is generally not favored.

20. Please list names of instructors giving the scientific language courses and indicate in each case whether the instructor's chief training has been in science or in language.

For want of space, instructors' names are not given here. Practically all of the instructors are men whose training is chiefly linguistic. Ten cases were reported of teachers of German whose chief training is in science.

21. Is there any difficulty in finding instructors who have

special interest in or knowledge of sciences in addition to the usual qualifications for teaching modern languages? Give comment.

It is generally admitted that it is hard to find such instructors. The comment may be summed up as follows: The instructor should be careful to read nothing that requires any special knowledge of science. Many admit that they have to work hard on the science side, but it is generally felt that any intelligent language teacher, if willing to work, can acquire enough knowledge to read popular science. If he has had the elementary sciences in college, it should be that much easier for him. In many cases the desired end is attained by the fullest cooperation of teacher and student: the student explains the science while the teacher gives the linguistic help.

For French	For German	For Spanish	Total
Oct. 1922 687	1313	10	2010
Oct. 1925 849	2155	260	3264
—	—	—	—
Increase 162	842	250	1254

On the other hand, we find the opinion that science men are not qualified for this work while language men do not relish it. There are places where the instructor is changed every time the scientific course is offered, as nobody cares for the work as a permanent obligation. In spite of this attitude, it is often admitted that the course is given because the students demand it. It is also held that men who know a modern language well, in addition to several fundamental sciences, do not teach languages, and that there are more scientific men interested in modern languages than teachers of modern languages interested in science.

#### 22. Give the enrollment in scientific language courses.

From the tables from which the above conclusions were drawn, it is possible (a) to describe scientific courses in modern foreign languages as they are given in the majority of those schools offering them, and (b) to set forth the general opinion as to the best methods of giving them, and as to their objectives.

In general, then, such courses are given three hours per week for two semesters. The prerequisite is two years of college work.

The courses are not differentiated according to science groups and are usually not restricted to students of the sciences. Nor are all students majoring in science required to enroll in a scientific language course. Where this requirement obtains, it is mostly for students of chemistry and medicine. The method of using material that is partly literary and partly scientific applies for French and Spanish while the method of using strictly technical material applies for German. In these courses the greatest stress is laid on oral translation into English. Composition and the direct method are very little used. When composition work is done, scientific material is not used. Methods used differ from the methods of regular modern language courses in the emphasis on reading and accurate translation to the almost complete exclusion of grammar, composition, and conversation. Almost all of the teachers are men whose chief training is in language and not in science. In the three years from October 1922 to October 1925 the increase in enrollment in scientific courses amounts to 1254 students. There are few schools giving and fewer favoring an intensive one year scientific language course.

The method of using material that is partly literary and partly scientific is favored, although not so much for German, where opinion is divided between this method and the method of using strictly technical material. Furthermore, for German, opinion seems to be somewhat at variance with practice, for in the answers to question 9 we find that in a large majority of the schools a strictly technical material is used.

The immediate objectives of scientific language courses are reading and translation. The languages are then to serve as a tool for keeping in touch with scientific progress abroad. It is not overlooked that this has a cultural as well as a practical value. It is also thought that students of science take more interest in these courses than they would in the regular literary courses, because of the scientific content. One man says that scientific language courses "encourage cooperation between instructor and student, the 'give and take' in these courses makes them well worth while."

There are some who would eliminate these courses entirely, maintaining that if a student knows the language and has a fair vocabulary, he will have no trouble reading the scientific language. It is objected, further, that the scientific vocabulary draws atten-



tion away from the general basic vocabulary necessary to fluent reading of any sort. Many with this point of view are forced to give these courses because of the requirements of science departments or because of demands from students.

It would be vain to attempt a discussion here of the relative importance of French and German contributions to science, past or present. Still, from the data at hand it would appear that German is at present considered to be the more important language for the scientist. However, the fact that scientific German is offered by over two and one half times as many departments as those offering scientific French may be accounted for in part by the fact that the argument that a general knowledge of a language is an adequate equipment for reading scientific material in that language is certainly more applicable to French than to German.

However this may be, the best argument for offering scientific modern language courses is the pedagogical one. The rôle of interest in the acquisition of knowledge is cardinal in pedagogy. It is generally admitted that students of science show more interest in scientific language courses, and when they have a choice, elect them over literary courses. This argument applies as well to French as to German. As this important point is realized more and more by teachers, there is little doubt that scientific French courses will have as great a development as those in German.

EDWIN B. WILLIAMS

*University of Pennsylvania*

## Correspondence\*

### A NOTE ON CHATEAUBRIAND

To the Editor of the *Modern Language Journal*:

There is a passage in Chateaubriand's *Atala* which seems to me to have been insufficiently explained or left unexplained in annotated editions. It aroused my curiosity and there may be some other teachers and readers of the romance who will be interested in the solution of the difficulty. I refer to the passage where *Atala* in relating to Chactas the story of her origin says: "Avant que ma mère eût apporté en mariage au guerrier Simaghan trente cavales, vingt buffles . . . elle avait connu un homme de la chair blanche. Or la mère de ma mère lui jeta de l'eau au visage, et lui contraignit d'épouser le magnanime Simaghan, tout semblable à un roi et honoré des peuples comme un Génie." (Bowen's edition, pages 90, line 28—91, line 4) (Kuhn's edition, page 35, lines 12-19.)

Professor Bowen offers no explanation; Professor Kuhns says, "This evidently refers to some phase of the marriage customs of the Seminole Indians." The latter's explanation seemed likely to me, but I was not entirely satisfied. While browsing in Chateaubriand's *Voyage en Amérique (Œuvres Complètes de Chateaubriand, Garnier Frères, Paris, 1859)*. I found on page 68, Vol. 6, the last paragraph:

"Les filles jouissent de la même liberté que les garçons: elles font à peu près ce qu'elles veulent, mais elles restent davantage avec leurs mères, qui leur enseignent les travaux du ménage. Lorsqu'une jeune Indienne a mal agi, sa mère se contente de lui jeter des gouttes d'eau au visage et de lui dire: *Tu me déshonore*. Ce reproche manque rarement son effet."

This passage is taken from "Lettre écrite de chez les Sauvages de Niagara" and seems to give an adequate reason for the action of *Atala's* grandmother.

KIRKE L. COWDERY

Oberlin College

### THE FRENCH DAILY PRESS

To the Editor of THE MODERN LANGUAGE JOURNAL.

I wish to make a few corrections and additions to Mr. Raphael Levy's very informing and interesting article, "The Daily Press in France," which appeared in the January number of your periodical.

\* The Editors welcome short communications on topics of interest to teachers of modern foreign languages. Please send such items to the Managing Editor.

It appears rather surprising to find Gustave Hervé's organ *la Victoire* listed, along with *l'Humanité*, under the heading "Communist." In fact, the two papers are poles asunder on politics. M. Hervé is the French counterpart of the Italian Mussolini. He was a socialist up to the Great War, but later saw the light and turned a rabid nationalist. His paper *la Victoire* had, during the last war, for its slogan "war to the finish," and after the conclusion of hostilities continues to preach a policy of extreme chauvinism.

Nor would I list the socialist paper *le Populaire* under the heading "Communist." Socialists and communists are at loggerheads as much in France as in this country.

It is also unfair to list the Paris evening newspaper *le Soir* under the rubric "Communist." This recently established daily plays that part among the Paris evening papers that the New York *World* does among the morning papers of our great metropolis.

The newspaper *l'Avenir* founded and supported by Millerand deserves, in my opinion, more than passing mention.

The paper *le Quotidien* should have been listed under the heading "Radical." It started in fact as a radical organ, but later toned down somewhat in order to appeal to a larger public. It recently was involved in a scandal owing to its financial policy.

The editor of the radical paper *l'Oeuvre*, Gustave Téry, the friend and biographer of Jaurès, died recently. This paper has always bitterly attacked the United States government for its refusal to cancel the French war debts.

Among the daily papers not mentioned in Mr. Levy's article, I wish to refer to *Paris-Midi*, the only Paris paper appearing at noon, and to its sister publication, *Paris-Soir*, further to *l'Impartial français*, a sprightly little journal printed on blue paper, which prides itself on its impartiality and which prints almost every day debates on important public issues in the manner of our *Forum*. I also missed mention of the paper *le Rappel*, which was founded by Victor Hugo and which still continues to preach the gospel of a kingless, popeless, and warless world. Among the provincial papers not mentioned, I would point out *le Radical* and *le Soleil* of Marseille, which are influential party organs in the South of France.

The readers of your periodical should have been informed of *Comœdia*, a daily Paris paper devoted to the theater, which has recently started to print general news. It also devotes a good deal of space to literary events and publications. This paper is especially important to all students of the French drama.

To the rubric "la Grande Presse" belongs the paper *l'Ami du Peuple* recently started by François Coty. This wealthy man realized that the masses could not afford to buy his *Figaro*, and so launched a paper *de grande information*, which is sold at a lower

price than the other Paris dailies. This fact got him into trouble with the Messageries Hachette, which refused, at the instigation of the other Paris papers, to ship his daily into the provinces.

The most important omission, however, is *la Volonté*, which is perhaps the best newspaper in Paris at this moment. It was founded in the summer of 1925 by M. Albert Dubarry, who started during the last war a pacifist paper *le Pays* and later founded *l'Ere nouvelle*, the organ of the left bloc. It was this paper that brought about the Cartel, the union of all left parties. When Eduard Herriot and other leaders of the radical party started to make overtures to the parties of the right with a view to forming a coalition government, the intransigent Dubarry left his paper *l'Ere nouvelle* in the hands of Georges Ponsot, the "modern Paul-Louis Courier," as he is called, and started *la Volonté*, to which went over the best talents of *l'Ere nouvelle*. In his efforts to reach the masses, M. Dubarry formed his paper after the pattern of the great Paris dailies, but decided to pay greater attention to arts and letters. It is the only Paris newspaper which runs every day full pages devoted to literature and the theater. The literary page with its heading *la Volonté littéraire* is ably edited by M. Pierre Bonardi and contains, in addition to a literary editorial printed in italics, a literary "leader," a "Petit Courier des Lettres" and a literary *feuilleton* entitled "Propos et Controverses," brief signed reviews of important books under the heading "*Nous Avons Lu.*" Such newspapers as *l'Ere nouvelle* and *la Volonté* are indications of the high intellectual level of the French newspaper reading public and a credit to the radical wing of France.

MAXIMILIAN RUDWIN

*Baker University*

### Notes and News

NOTE: Readers will confer a favor on the Editor by calling his attention to matters suitable for inclusion in this department.

Changes in the personnel of Language Departments, developments in education affecting the modern languages, meetings of language teachers—these are of particular interest to our readers; but there are many other happenings of which language teachers would doubtless like to be informed. Please send all such communications to the Managing Editor.

#### How much time does the high school teacher give to her work?

It would take a long investigation to answer this question with satisfactory authority and completeness, but a beginning has been made by Mary Walker and H. R. Laslett, who publish the results of a little study of the question in *School and Society* for Jan. 26. In this case a small high school was involved, and three teachers

supplied the figures, from which it appeared that the average time spent on school work for the five school days was 8 hours and 40 minutes, a small amount of school work being recorded for Saturday and Sunday. The authors feel that a better distribution of the teachers' time, and a consequent diminution of the feeling of being burdened, might have been achieved by a time-budget.

The **measurement of the teacher** is the next problem for the educational tester, as we have already pointed out in these columns. A painfully good attempt at finding a way to do this is recorded in the Educational Record for January, over the names of F. A. Moss, W. M. Loman, and Thelma Hunt. The subject chosen for this investigation was chemistry, and the student performances were corrected for previous high school chemistry as well as for "mental alertness" (otherwise known as "intelligence"). After thus reducing student performance, i.e. semester-progress, to a common basis, the investigators found some interesting things. For instance, that the one-lecturer system of a large institution produced a score of 46.62, whereas another institution employing a number of instructors showed a score of 55.22; in between came the small institution with a single teacher, whose score was 48.10. They looked into the size of classes, and found that in a class of 20 or under the score ran 71.62; in classes ranging from 20 to 40, the score dropped to 60.16, and in classes above 40 there was a further drop to 49.05. They also peered into other factors, such as rank, age, length of service, etc., and discovered a number of disquieting things. It must be conceded, we think, that if "teaching ability" is to count as a basis for promotion, increase in salary, or transfer to better positions, there is bound to be an attempt to measure that hitherto rather intangible quality; in the long run the teachers themselves will welcome it, and as to the pupils and their parents—need we labor this side of the argument?

The **Deutsches Haus** of Columbia University was formally opened on January 29, in the presence of many distinguished German and American guests, including the German ambassador to the United States, Baron von Prittwitz-Gaffron, and his wife. The house is located at 423 West 117th Street, the former residence of Talcott Williams, and has been completely remodeled. It will act in direct cooperation with organizations in Germany and Austria which offer guidance to resident American students of their literature, arts, and sciences, e. g. the Amerika Institut in Berlin, Vienna, and Munich; the Carl Schurz Association of Berlin; and the Deutsche Akademie in Munich. It is to be a social and academic center for students of German language and literature at Columbia, and will have some rooms for advanced students, an apartment for a visiting German professor, and a library of about 5000 volumes dealing with the culture and civili-

zation of post-war Germany and Austria. There will be a permanent exhibit of the most recent German publications, and occasional small exhibits of German etchings and paintings. The director of the Deutsches Haus is Professor F. W. J. Heuser.

**Professors taking sabbatical leave** in Europe are requested by the Institute of International Education to send in their names and the countries to be visited as early as possible. There are often interesting conferences which the visitor is enabled to attend, or invitations to deliver addresses. The Institute has a request from Germany for the names of American professors who expect to be there during the coming academic year, and who would be willing to lecture in their field. No honorarium is paid, but hospitality is offered, and traveling expenses in Germany.

**Two hundred eleven graduate students** have been transferred abroad from America or to America from abroad through the Institute of International Education this year. Eighty-two Americans are now abroad on exchange fellowships, 41 of them in Germany; 107 foreigners are now in America, 50 from Germany, 19 from France, 18 from Switzerland.

The **University of Colorado** announces that both French and Spanish houses will be in operation during its summer quarter under the supervision of Professor Edwin B. Place. There are two terms, one from June 14 to July 20, the second from July 20 to August 23.

**Foreign language houses** are also maintained at the University of Wisconsin, both during the summer session and the regular year: there are three, a French House, a German House, and a Spanish House which also offers an Italian table.

**Another French House** has been called to our attention by its founder, Mrs. Alice W. de Visme, the widow of the late H. P. W. de Visme, who had founded a French House at Middlebury in 1920. The new house is at the New Jersey College for Women, and is called "Ile de France." Mme de Visme writes that the house is extremely successful, and that it publishes a monthly paper; also that the Alliance Française of New Brunswick, of which she is president, has been extremely helpful to her.

**Georg Kaiser's drama "Oktoberstag,"** we learn from a German source, was staged in New York under the title of "The Phantom Lover," but without signal success.

**Do you mark girls better than boys?** T. F. Lentz thinks you do, and he reports on his findings in *School and Society* for January 12, under the title "Sex Differences in School Marks with Achievement Test Constant." The greatest discrepancy he found was in the 5th grade, where the girls showed a relative superiority of no less than 29 percent; i.e. girls with grades on the achievement tests equal to those of the boys obtained a 29 percent superiority over the boys in their semester grades. This tendency ran through all



the grades, and it would not be difficult to find reasons for it. The author thinks his data "constitute an additional indictment of subjective grading."

**Mutual understanding with Argentina** is the avowed object of a plan whereby 18 Argentine educators have been brought to the United States to tour the country and visit some of its principal cities, under the auspices of the Institute of International Education and the Pan American Union. The visitors are both men and women, representatives of almost every branch of learning, and they will be given special opportunities to see every aspect of our life, particularly our cultural life.

**Why Teach Modern Languages** in a New York State High School is the title of an article by William R. Price in "New York State Education" for January, of which we have received an offprint from the author. The gist of his position is that foreign language study is a foundation study, and that the high school is the proper place for laying educational foundations.

An **Exposition of Latin-American art** was arranged in the Art Museum of Toledo in connection with the visit of Mr. Hoover to Central and South America. The exhibit comprised sculptures in stone, articles of gold and jade, and other small objects of artistic merit, many of them lent by other American museums for the purpose.

**Why Study German** is the title of a 12-page pamphlet prepared by a special committee of the Modern Language Association of Southern California and published by that body. It contains "opinions of eminent scholars and educators of Southern California on the importance of German instruction," and resembles the symposium that was printed in the German Quarterly last spring and has since been widely circulated by the Germanistic Society of New York. Needless to say, the universal consensus of opinion is that German should be offered in the curriculums of our public schools.

**Spanish literature vs. Spanish-American literature**—what are the pros and cons? The Los Angeles branch of the A. A. T. S. voted by an overwhelming majority in favor of increasing the amount of Spanish-American literature in reading courses. One would like to know why they so voted. Are they convinced of the superior intrinsic value of that literature? Or is it in deference to the desire to promote good feeling between the U. S. and our southern neighbors? If the latter, is this a good way to achieve the desired result? We should like to see a thorough airing of this question on the part of our Spanish colleagues.

The **World Peace Foundation**, 40 Mt. Vernon St., Boston, maintains a bureau of Reference Service which will be glad to answer inquiries on any phase of international affairs.

The **Kosciuszko Foundation** has been called to our attention by



someone who sent us the December number of "The Interpreter," a little journal published monthly by the Foreign Language Information Service at 222 Fourth Avenue, N. Y., whose avowed object is "To interpret the immigrant to America," and whose work is supported by voluntary contributions. The Kosciuszko Foundation, it appears, was organized in 1926 on the 150th anniversary of Thaddeus Kosciuszko's receipt of a commission as Colonel of Engineers in Washington's army. The Foundation has established scholarships for international study, and has already helped four Americans to study in Poland and 25 Poles to study in this country.

An annotated bibliography of modern language methodology has been issued by the Canadian Committee on Modern Foreign Languages, the volume being signed by M. A. Buchanan and E. D. MacPhee and published by the University of Toronto. This book is a reprint from the volume entitled *Modern Language Instruction in Canada*, but makes in itself a very substantial book of 428 pages. We are glad to see it issued separately, and hope it may have very wide distribution: it is the most important bibliography in our field that has ever been published, and should be in every library of modern language pedagogy.

Louis J. A. Mercier has published with the Librairie Hachette a volume entitled *Le Mouvement humaniste aux États-Unis*, whose contents are as follows: Preface, pp. i-x; I. Un Humaniste independant: W. C. Brownell et le rôle de la critique, pp. 1-48. II. La Doctrine de l'humanisme: l'oeuvre d'Irving Babbitt, pp. 49-125. III. L'Humanisme et le religion: l'oeuvre de Paul Elmer More, pp. 126-187. IV. Conclusion: l'utilisation de l'humanisme, pp. 188-208. Traductions: "Emerson," par W. C. Brownell, pp. 209-253, "L'Humanisme et l'imagination," par Irving Babbitt, "La Littérature et la philosophie du changement," par Paul Elmer More, pp. 269-282. At the close of his preface, M. Mercier writes: "... on ne peut avoir vécu longtemps aux États-Unis, sans être convaincu que les problèmes de la culture sont essentiellement les mêmes dans nos deux pays et qu'il n'est peut-être pas de meilleur moyen d'aider à en trouver la solution que de les étudier par une méthode comparative. Si ce volume peut contribuer, tant soit peu, à cette tâche, il aura atteint son but."

Max Montor gave an interpretive reading of Lessing's *Nathan der Weise* at the University of Wisconsin on January 14, in commemoration of the bicentenary of Lessing's birth (1729-1781). Mr. Montor is a German actor who has made a specialty of this type of dramatic reading, which we are glad to commend to German departments. Mr. Montor has a phenomenal memory, and has most of the standard German dramas in his repertory; he also gives

poetic readings in both German and English. His reading of Lessing's great work was an esthetic and spiritual treat. The necessary curtailment of the original was skilfully done, the introductory remarks and the connecting links supplied by the reader were in excellent taste, and the changing scenes of the drama came to life with the aid of a most flexible voice, a finely controlled physiognomy, and a masterful resourcefulness of pose and gesture. Mr. Montor can be reached in care of F. B. May, 575 Westend Ave., New York.

**The Association of Modern Foreign Language Teachers of the Middle West and South** will hold a meeting in Chicago on May 10 and 11, the headquarters being the Palmer House. The slogan of the meeting, we are informed by the chairman, Professor A. G. Bovée, will be "Demonstration Classes," and there will be, in each sectional meeting, two or three classes taught by competent teachers, to illustrate some particular aspect of the teaching problem.

**German enrollments in Ohio high schools** show a gratifying increase, according to figures recently secured in response to a questionnaire sent out by the German Department of Ohio University at Athens. In the spring of 1925, when the Modern Foreign Language Study made its nation-wide survey, only one junior and four senior high schools in Ohio were teaching German. Now German is taught in 18 Ohio cities, with a total enrollment of 4460 pupils; and fifteen additional cities are considering the introduction of German next year or in the near future.

#### WASHINGTON

The Washington Branch of the N. F. M. L. T. met at Bel-  
lingham, Washington, during the Convention of the Washington  
State Educational Association, on October 25, 1928. President  
G. B. Jackson presided. Miss Alma Hawkins of Roosevelt High  
School, Seattle, gave the report of the Committee on "The Artic-  
ulation of High School work in Foreign Languages with the Col-  
leges and Universities of the State of Washington." The important  
results of the work of the committee was enthusiastically received.  
Two addresses were given: "Every-day Life in Mexico City"  
by Miss Marguerite Schofield, Lincoln High School, Seattle;  
"The Cultural Value of Medieval Latin" by Mr. Gerard Betz,  
Highline High School, Seattle. Round table discussions in French,  
Spanish and German proved to be especially beneficial. For the  
coming year, G. B. Smith, West Seattle High School, was elected  
President.

**Personalía\***

**Miss A. Dunster**, of the William Penn High School, Philadelphia, is the teacher who should be credited with the innovation described by Miss Elizabeth Breazeale in her communication in our January number. The Managing Editor, through whose error her name was omitted, is glad to make this somewhat belated acknowledgement.

**Friedrich von der Leyen**, of the University of Cologne, Germany, will be acting professor of German at Stanford University for the summer quarter of 1929. **Miss Louise Gode**, now teaching German at Barnard College, will be acting instructor in German.

**Christian Gauss**, dean of the college of Princeton University since 1925, and chairman of the department of modern languages since 1913, has been appointed to the class-of-1900 professorship of modern languages.

**Geoffrey Atkinson**, professor of Romance Languages at Amherst College, succeeds Thomas C. Esty as dean of the college. Professor Atkinson graduated from Amherst in 1913.

**William Henry van der Smitten**, professor emeritus of German in University College, University of Toronto, died on January 2 at the age of 85. Mr. van der Smitten published, shortly before his death, a new translation of both parts of Goethe's "Faust" which has attracted much favorable comment.

**Damaso Alonso**, of the Centro de Estudios Históricos, Madrid, will act as lecturer in Spanish Literature during the summer quarter at Stanford University.

**René Hardré**, assoc. prof. of French at the N. C. College for Women, has been made "Officier d'Académie" by the French Ministry of Public Instruction. We congratulate Professor Hardré on this honor, which has come to him relatively early in life, in recognition of his distinguished service and his excellent record.

**Harry Clifton Heaton**, professor of Romance Languages in New York University, has been chosen corresponding member of the Royal Spanish Academy, being the eleventh American scholar to achieve this distinction, which is given him for outstanding work in the fields of linguistics and humane letters.

**Algernon Coleman**, University of Chicago, will be one of the out-of-state speakers at the ninth annual Ohio State Educational Conference, April 4-6 at Columbus. Mr. Coleman will speak in the Modern Language Section on "Achievement Testing."

\* These personal items are hard to get, but often of wide interest. Readers will confer a favor by informing the Managing Editor of new appointments, transfers, publications (not textbooks), and the like.

E. Allison Peers, the well-known Hispanist, successor to Fitzmaurice-Kelly at Liverpool and editor of the *Bulletin of Spanish Studies*, is to be visiting professor at Columbia during the year 1929-30, lecturing on comparative literature.

### Among the Periodicals

*Books Abroad* begins its third year in its new dress and format with a substantial number of 96 pages, of which it is interesting and possibly significant to note that 45 pages are devoted to books in German. This is doubtless due in the main to two factors: the well-known productivity of the German presses as compared with those of other peoples, and the energy of the German publishers in cultivating the foreign market. We like the new style of this useful little periodical very much: the larger format allows the printing of a summary table of contents on the cover; the robin's egg blue of the cover paper sets off both print and ornamental engraving to better advantage; and the increased size of the page adds considerably to the content of a given number of pages. Four short articles introduce the number: "Recent Hungarian Literature," by Emil Lengyel; "Emil Ludwig's Noblest Theme," by C. H. Moehlmann; "Mediaeval Art and Artists," by R. A. Cram; and "Spanish Books of 1927," by R. V. The usual departments are increased by one devoted to Books in Russian, which we hope may increase in size hereafter. Useful and practical is the classification of the books noticed into subject-groups and the printing of these rubrics at the head of the pages. We hope that *Books Abroad*, which may be had gratis by any one who will take the trouble to send his name and address to the editor, Professor Roy Temple House, at the University of Oklahoma, Norman, Okla., will continue to hold its old friends and win new ones.

The *Modern Foreign Languages Forum* for January seems to us unusually interesting and valuable, maintaining a surprisingly high level of quality throughout. Our comment virtually reproduces its table of contents. In "Modern Languages and Western Civilization," Hartley B. Alexander contends that foreign language should be taught "(1) always for mastery and use, never for any . . . 'disciplinary value'; (2) either for . . . affairs, or for . . . literary understanding—two quite different grades of instruction;" (3) in close connection with the study of English language and letters. As to "Predicting Success in the Study of Modern Languages in College," Josephine Douglas and M. Eustace Broom come to the cautious conclusion that "we should be quite certain of eliminating those students likely to

fail in modern languages if we eliminated the lowest 5 percent of the group on the basis of their reaction to the Thorndike Intelligence Examination or other similar measuring instrument." Of great value to teachers of Spanish are the notations on "Close and Open *E* and *O* at the Centro de Estudios Históricos" by C. C. Rice, who first examines the statements of the grammarians and phoneticians relative to these sounds and then records his own actual observations, which do not tally with any of the books. . . . Students of modern French literature who have been puzzled about the idea of "poésie pure" will find some enlightenment in the remarks of Mlle Julie Broquet, an exchange teacher from France, on "The Modern Conception of a *Poésie pure*." . . . Erwin Mohme, in discussing briefly the "Supplementary Value of English Literature to Instruction in German," calls attention to some of the international importations and exportations of literary works and ideas.—The possible "Contribution of the Spanish Department to School Programs" is shown by Bee Grabske to be more considerable than the uninitiated might suppose; the little article is suggestive of various forms of initiative which might be taken by teachers of other languages and other schools.—Two methodological articles follow: one entitled "The Extensive Reading Method" by W. F. Rice, who rather needlessly buffets the straw man of the grammar-translation method, a second by M. P. Gonzalez, who "En Torno a Un Viejo Topico" breaks another lance for the direct method, takes exception to the remarks of Mr. Rice, but admits that the debate is at present somewhat academic, since "Además no hay en la actualidad en nuestro país un sólo texto que pudiera servir de base a un cambino de sistema."

The *German Quarterly* for November came late to our desk, hence our comment on it has been unduly delayed. This is the fourth number of the first year, which brings the total pages for volume one up to nearly 200. The first article, entitled "'Daltionizing' First Year German Classes," is by Laura B. Crandon, who describes the year's work under this plan at the Horace Mann school, and who believes that the same procedure could be followed in public high schools.—Peter Hagboldt reports on "Achievement at the End of the Second Quarter Measured by the American Council Alpha Test." First outlining the course of study as laid down at the University of Chicago, the writer gives the actual scores made by 48 students, whose average performance approaches or even betters the 4th semester college norms on the Alpha Test. He concludes that the national norm should "by all means be raised by the adoption of a more definitely limited aim and by more adequate methods." Among such methods he specifies: "much extensive reading, a systematic study of vocabulary and idioms, and inductive presentation of grammatical principles

followed by application of these principles in an abundance of exercises and some free composition."—A. W. Boesche discourses "On *Haben* and *Sein* as Auxiliaries of the Compound Past Tense," with copious illustration and keen grammatical analysis.—Eugenia NS. Bach presents suggestions "To Stimulate Interest in the Study of German."—Under Notes and News a variety of items are combined, including a tabulation showing the foreign language enrollments in the New York public schools. As we have previously remarked in these columns, such figures very largely lose their pertinence and value if they are not related to the total school enrollment. An absolute increase in foreign language enrollment may prove to be a relative loss when compared to the total school population, and the present writer suspects, but has at present no figures to prove it, that the relative strength of foreign language study is on a slow but steady decline, and that the total percent of language enrollments is smaller now than it was fifteen years ago.

*Das Deutsche Echo* for December must have agreeably surprised its contributors by the insertion of a supplementary sheet reproducing in colors a painting by H. Lindenschmit entitled "Dämmerstunde." This number also contained two pages beyond the usual amount. Both the December and the January numbers, which lie before us, maintain an agreeable variety of matter and illustration. Of interest to many readers will be the leading article in the January number entitled "Neujahrsbräuche." Pupils are always interested in customs and folkways, particularly if they differ from our own, and accounts of them are one of the surest ways of gaining the attention of a class.

*Modern Language Notes* prints in its January number "Un Inédit de Balzac" submitted by T. R. Palfrey, being a brief essay which originally appeared anonymously in 1833 as an *Avertissement* designed to bolster up the waning fortunes of the journal entitled *l'Europe littéraire*.

*Der Spiegel* is another newcomer among college language periodicals. This is published by the Deutscher Verein of N. Y. U. and the first number is dated December 1928. It is issued entirely by students, and makes a very creditable appearance. Two members of the faculty express their benevolent interest in the enterprise, one in prose and one in verse, and the remainder of the 16 pages is made up of short articles and book reviews. We wish the lusty infant all success.

*De Vez en Cuando*, almost a veteran in the field of college journals in a foreign tongue, since it is now in its sixth year, has only just come to our attention. This is a modest little four-page sheet, "Publicación casual por los estudiantes en el departamento de español de Oberlin College," edited by students with the counsel of Professor Cony Sturgis. The size precludes any



lengthy contributions but there is serious matter in addition to the usual local news and announcements.

The *News Bulletin* of the Institute of International Education publishes eight issues a year at a nominal fee of 25 cents; it is extremely useful for those who wish to keep abreast of happenings in that field. Lately its value has been enhanced by the appearance in each number of a short article by the Institute's director, Stephen P. Duggan, on some phase of international education. The January number, for instance, prints a concise leader on "Higher Education in France Today," written sympathetically but not without a slight critical undertone that stimulates to reflection.

The *Monatshefte* for January present the third of Eduard Prokosch's articles on "Sprachgeschichte und Sprachunterricht," this one being devoted to "Schriftsprache, Mundart, Unterrichtsprache." Such moot questions as the development of a literary language in the Middle High German period, the prevalence of dialect in present day usage, and the desirability of a uniform practice in the teaching of vocabulary, pronunciation, and syntax are discussed with the author's wonted clarity and good sense.—William Diamond pays a merited tribute to Arthur Schnitzler, the Viennese dramatist and novelist.—Lilian L. Stroebe gives an idea of "How to Plan a German Lesson," the author's long teaching experience and practical skill lending unusual authority to her carefully detailed procedure. Any inexperienced teacher and many experienced ones might study these pages with profit.

The *Bulletin of the Pan American Union* for January contains an instructive article on "Higher Education in the Argentine Republic" by Heloise Brainerd, the chief of the educational division of the Union, who has lately returned from a trip to some South American lands. From Miss Brainerd's exposition it becomes clear why the University of Buenos Aires has such a curious distribution of its student body: 4,947 in medicine, 350 in agriculture, 1047 in law, 811 in economics, 240 in philosophy and letters. The point is that the Argentine university is a vocational and professional school, the imparting of a liberal education being entrusted to other institutions.

The *Education Outlook* for January prints an interesting article by M. A. Johnstone on "A New Method of Teaching a Language." The method in question is that employed by Professor Guarneri, of the University of Amsterdam, at the summer session of the University of Perugia in 1928, where the writer watched him at work. The language was Italian, and the course was scheduled at four hours a day for a period of two months. From the description emerges the picture of an uncommon personality, as is almost universally the case where remarkable re-



sults are attained; aside from that, one sees skilful planning, logical sequence of vocabulary and syntax, reduction of grammar to minimum essentials, and a brilliant use of choral work on the part of the class—a device which has great possibilities in the hands of a resourceful instructor.

In the *Journal of Education* (N. E.) for January 7, Edna H. Frost tells interestingly of her personal experiences while holding one of the "Harvard Scholarships in France" in 1926.

*El Eco* for January 15 prints an instructive illustrated article on the Spanish mantilla, and the same number, with reference to *Fiestas tradicionales*, discusses the *Caballos de San Anton*, whose day is January 17.

Carcassonne's millenium is one of the chief topics of *Le Petit Journal* for January 15. This number also begins an account of La Saint-Charlemagne which is continued into the following number. The issue for February 1 contains some account of Madagascar, which most pupils would not normally associate with France. This number also prints words and music of the *Re-cette pour faire les crêpes*, sacred to the 2nd of February, together with appropriate gestures to accompany its performance.

The *National Geographic Magazine* for January contains the following articles of interest to teachers of Spanish: "Volcanoes of Ecuador," by G. M. Dyott, and "Among the Highlands of the Equator Republic" (autochromes) by Jacob Gayer. The February number has two further articles dealing with South America: "Buenos Aires to Washington by Horse," by A. F. Tschiffely, and "Twin Stars of Chile (i.e. Valparaiso and Santiago)" by W. J. Showalter.

Modern Germany is the subject to which the entire February number of the *Survey Graphic* is devoted. Finely illustrated, the number presents a large and well assorted array of articles by present-day Germans, as well as others by American writers, and affords an excellent survey of contemporary German life and thought.

### Foreign Notes

National unity and progress requires a suitable language medium; such is the lesson we derive from the recent attempt of the Turkish government to substitute Latin for Arabic characters in the writing of the Turkish language. A different problem is faced by the vast inchoate Chinese land, that of its many and widely varying dialects, which are recognized as the chief barrier to national unity. There is, however, a common language of a sort,

known as "mandarin," originally the language of the magistrates and hence of the court. This is the language of Peking and of scholars, and the Chinese ministry of education has now resolved to popularize it as the official and ultimately the sole language of China. It is recognized, however, that this will be no easy task, and the first step so far taken is the appointment of a National Language Unification Preparatory Committee.

**Tunnel the Straits of Gibraltar?** Why not, in this day of great engineering and financial projects. The commission appointed to investigate and report estimates the cost to be only \$48,000,000, a relatively modest sum. This would provide a tunnel twenty miles long and wide enough to allow the daily passage of 20 trains, and the commission is of the opinion that the project is entirely feasible. A further by-product of this enterprise, if successfully carried out, would doubtless be the acceleration of plans for a similar tunnel, much more important and desirable, under the British Channel.

The centenary of the **German Archaeological Institute in Rome** was celebrated there on Winckelmann's day (J. J. Winckelmann, the celebrated German art historian, was born Dec. 7, 1717), and his name was remembered as well as those of the founders of the Institute: Thorwaldsen, Carlo Fea, Baron Stackelberg, August Kestner (son of Lotte Buff, the heroine of Goethe's "Werther"), and Eduard Gerhard. The principal address was by Professor Ludwig Curtius "On the Spirit of Roman Art." The centenary, we understand, is also to be celebrated in Berlin on April 21.

An **official French grammar** is to be prepared shortly by the French Academy, in accordance with formal action recently taken by that body. This was called for in the original statutes of 1635, but perhaps was never as necessary as it is today, in view of the marked changes which are apparently taking place in the actual employment of the French language. Will the Academy maintain its usual conservative attitude, and endeavor to restrain the march of linguistic progress? Or will it follow Luther's advice to the translator, and listen to the "mother in the house, the child in the street, the commoner in the market-place," and let the French people decide what is French? It will be highly interesting to see.

**Friedrich Soret's literary papers**, long thought to be irrevocably lost, have been found in Geneva by Professor J. J. Houben, the literary historian. Soret was the tutor of the Weimar princes in the last decade before Goethe's death, was a frequent guest in Goethe's house, and left many notes of their conversations, hitherto recorded only by Eckermann. These newly found papers will throw additional light upon Goethe's activities and ideas with retard to natural science.

The **World Federation of Education Associations** will hold its next conference at Geneva, as already announced in these columns. The fundamental theme for the conference is to be "International Understanding and Good Will through Education," and one of the chief practical problems under discussion will be that of the best ways of introducing this spirit into the schools. English, French, and German are to be the official languages of the conference, and there will be interpreters for those who cannot follow the speakers.

**International reconciliation** continues to record progress. The latest outward manifestation of the new spirit to come to our attention is the action of Belgium in appointing Friedrich Dörn-höffer, director of the Bavarian State Museums, and August L. Mayer, collector and art historian, as corresponding members of the commissions for ancient and modern art of the Royal Belgian Museums. We understand that this is the first act of recognition of German intellectual and artistic leadership on the part of Belgium since the war. The action no doubt required courage, but is all the more to be applauded.

**Fascist regimentation of Italian life** proceeds logically and inexorably. The Fascist cabinet has now approved a bill laying down a rule for the compilation of new uniform textbooks for use in elementary schools. These are to insure strictly Fascist education, and the selections are to be taken from Fascist authors or their forerunners (sic). Each book will be personally examined and if necessary revised by Mussolini. It is expected that the series will be ready for distribution by April 1930.

The **prize** of 2000 Marks offered by the **Nietzsche-Gesellschaft** for the best treatise on the Influence of Nietzsche on French Thought has been awarded to Geneviève Bianquis, a teacher in the Lycée Fénelon, Paris.

The French literary **prize Figuière** (50,000 fr.) has been awarded to Emanuel Bove for his works in general, but especially for two novels, "My Friends," and "The Coalition."

An **International Student House at Geneva** is planned by the alumni association (as we should call it) of the University of Geneva. The university has at present an enrollment of about 1000 students, over 400 of whom are foreigners. Summer school and special courses attract upwards of 2500 students, largely from abroad, and this number is expected to increase. The building projected is a five-story structure with restaurant, club rooms, dormitory, infirmary, gymnasium, swimming pool, and adjoining grounds for outdoor sport; the estimated cost is \$250,000.

A **German Institute of Music for Foreigners** is planned for the months of June-August 1929 at Charlottenburg Castle, Berlin, under the patronage of the Minister of Arts, Sciences, and Education. Students who have reached a high stage of proficiency may

join master classes, which will be taught by some of the musical leaders of Germany. There will be splendid opportunities to hear opera performances as well as orchestral and chamber music concerts, and one of the Berlin opera houses will continue its performances through the summer, this extension of the winter season having been decided upon, as a new departure, in deference to the increasing number of summer tourists who visit the German capital.

Professor **Camillo von Klenze**, who resigned in 1927 from the College of the City of New York, has been made honorary professor at the University of Munich, Germany, in the field of "American Literature and Cultural Conditions in America." He is now giving two lecture courses pertaining to these matters.

**Spanish-American literature** is to have a special section devoted to it in the Spanish Biblioteca Nacional, we read in *El Eco*, at the instance of its director, sr. F. R. Marin. There will be a permanent exhibit on view in one of the larger rooms of the library, the books in which, after a certain lapse of time, will be incorporated in the collections and catalog of the main library.

**Don Quijote** has just come out in its latest and most definitive edition, after twenty-five years of work on the part of the director of the Biblioteca Nacional, who has edited its seven volumes. The edition is copiously annotated, and contains a general index, together with numerous references to doubtful passages.

An **ancient Phoenician city** in the valley of the Amazon is the objective of a new scientific expedition which has set out from Rio de Janeiro under the direction of sr. J. Tozzi Calvao. The expedition, which is in part financed by North American capital, is to proceed by way of Sao Paulo to Cuyaba in the state of Matte Grosso, which will serve as base in the search for the lost city. Perhaps some reader can inform us as to the source of the knowledge or conjectures which have led to the expedition.

The **International Institute of Intellectual Co-operation**, established in 1926 as one of the affiliated branches of the League of Nations, has been called to our attention by a bulletin published in September 1928. The Institute is too young as yet to have made much noise in the world, but the reports of its activities indicate a wide and growing field of usefulness, for which we could desire greater publicity than the Institute has hitherto enjoyed. If international co-operation is at all feasible, it is the intellectuals who must lead the way, and it is in the field of intellectual endeavor that the finest results may be expected.

Recent deaths announced from abroad include the following: **Ignasi Iglesias**, Spanish dramatist, died Oct. 10 at the age of 57. He was the most important poet of Catalonia, and had produced over 30 dramas, many of which had had successful performances in Madrid.—**Clara (Ernst) Ratzka**, a German novelist, born in

1872, died Nov. 3. She was late in finding her proper field, and her first novel, "Blaue Adria," appeared in 1915. This scored an immediate success, however, and her subsequent novels, which she produced with great rapidity, maintained her reputation. Two of the best known are "Familie Brake," and "Das Bekenntnis."

## Reviews

*The Romanesque Lyric from Petronius to the Cambridge Songs* by Philip Schuyler Allen. With renderings into English by Howard Mumford Jones, The University of North Carolina Press, 1928. \$4.50.

It is a long way from Rome to Canterbury. For such is the road we take with Mr. Allen as guide and Mr. Jones as translator. We could not have better company. With them we shall see not only the road but the landscape. And what a landscape! Immense, teeming with life. The leader Allen points to us the far away horizon. With a gesture at the same time precise and enthusiastic he indicates to us the rivers and the seas. He displays for us the supple and strong chains binding together the world of songs which he opens to our eyes and which Mr. Jones, Poet and Translator, opens to our ears.

The object of the Quest is the Romanesque Lyric. Mr. Allen means by this "a certain manner of early European metrical writing" that is not a corrupt imitation of Roman model but a new thing, a thing *per se* that resulted gradually from many influences undergone in the course of a long period. On the whole the main interest of Mr. Allen's work—and here is the main purpose—is in restoring to the Romanesque Lyric its specific and individual identity. Romanesque Poetry as one sees it in this book is really not an impersonal debasement of classic models but a new state of mind, a *frisson nouveau*. The body of the word *Romanesque* marks the affiliation with Roman poetry. For Romanesque poetry "derives its main elements of plan and construction, its purpose, theme and imagery from Roman verse." But the ending *esque* like a curly vanishing tail marks the spiritual evasion, the departure from the Roman models. For there is in Romanesque poetry as in Romanesque art "the quality of the personal, ephemeral, sensual, as opposed to the ideal or ethos . . . less attention is paid to objective methods of composition than to the expression of subjective feeling—hence it always suggests romantic as opposed to classical." (p.67)

The ethnic sources of this imponderable but pungent and

perceptible element are rather elusive even to the penetrating analysis of Mr. Allen. But it seems that Celtic and Oriental temperaments have been chiefly responsible for the introduction of the new ferment. Already perceptible in Catullus, the Celtic strain is so distinct in the *Epigrams* of Petronius as to make him, according to Mr. Allen, the first Romanesque lyricist. Petronius opens a series that closes in the tenth Century with the Cambridge songs. As for the Oriental influences, it is to the Goths that Mr. Allen assigns the mediating rôle in their transmission to the Western world. By making a strong point in favor of Arabic influence on Carolingian civilization he rejects the traditional view that has so much overrated the literary influence of the Crusades. He discards the legend that the ninth century was "unlettered, uncreative, and untraveled". On the whole our author is refreshingly good at fighting academic prejudices. He does it with a quick and ardent humor that is more than enjoyable: fecund and fertilizing. Thus having tested it, Mr. Allen shows how sorely wanting is the theory that sees in the Roman *mimus* the lineal ancestor of the jongleur and minstrel. According to Mr. Allen it was the monks—not the mythical *mimi*—who were responsible for the literary revolution "that yielded the novel in hexameters, the romance in hexameters, drama, legend quick with dialog, the short story, the beast fable, fabliau, historical poem, and lyric, and a swelling list of satires, parodies, hymns and sacred ballads that have laid aside their traditional adherence to an older art and breathe the life of their day." (pp.267-288) And that's that! The reviewer knows by experience that when it comes to the origins of French comic theater the *mimus* leads the searcher into a blind alley; whereas there seems to have been among the monks since the early middle ages a tradition of creative interest for the most profane forms of dramatic literature.

Mr. Allen himself states that his book is above all a work of appreciation. But the scholarly array of facts and references and the organization of them are there. And is not a true appreciation of Romanesque Poetry a discovery in itself? By showing the spiritual individualness and newness of Romanesque Literature, by raising the problem of its ethnic and historic sources, he has done what no so-called specialist had ever done before: He has integrated the Romanesque Lyric into the domain of Art and Literature. The reviewer honestly believes that no true historian of medieval and even of general literature will be permitted to ignore the contribution of the present book. Mistakes will be pointed out; here and there the wings of Mr. Allen's bold and soaring mind will be clipped a bit. But it must be said that his possible mistakes or exaggerations do not compromise the solidity of the basic fabric. Pundits may cavil on a few literal



points—although no pundit myself I was tempted to do so—but by leading us up from the Letter to the Spirit, Mr. Allen has found the best way of spelling out the Letter itself.

Mr. Jones' translation into English verses of the difficult original Latin is something more than a *tour de force*: a masterpiece. The specimens (about eighty of them) could not have been rendered with more fidelity, with more easy grace—at the price of what labor!

The present book is only "a preamble to the tale of Goliard Verse and Latin Minnesong" which Mr. Allen promises us. The best homage we can render him is to say that he is worthy of this new subject—so fine, so rich. Just as it takes lyricism to speak of Lyricism it takes humor (O Scholars!) to speak of Humor. Mr. Allen has both.

Thus we wait impatiently for the new voyage. (I am afraid it will take us into many indecorous taverns.) And we trust that Mr. Jones will still be there to sing for us along the road.

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NÉPOMUCÈNE LEMERCIER: *Christophe Colomb*, Comédie Historique en Trois Actes et en Vers. Edited by Charles Grimm with Introduction, Notes, and Vocabulary. Pp. XIX+114, 4 illus., Century 1928. 90 cents.

Népomucène Lemer cier, seldom emphasized and even rarely mentioned in histories of French literature, was an important precursor of the romantic and historical drama. He it was who first dared to violate the sanctity of the Three Unities, not solely for the sake of bolshevism, however, but because the themes of his *comédies historiques*, *Pinto*, *Agamemnon*, and *Christophe Colomb*, for example, could not be held within such restrictions. Because of Lemer cier's literary importance as a pre-romanticist, then, Dr. Grimm's modernized edition of *Christophe Colomb* is of considerable value. Since it treats the salient moments in the life of Columbus which led to his discovery of America, it will be of especial interest to our American students.

The Introduction discusses fully the life and works of Lemer cier and also gives a clear explanation of the French Alexandrine, the meter of the play. The edition is from that of 1809 but has been carefully modernized except for two verb forms, *tûront*, l. 883, and *noïra*, l. 1038, presumably the future of *tuer* and *noyer*. The Notes explain all historical allusions and any difficult grammatical passages, often transposing poetic to prose style for a clearer understanding. A point in favor of the Vocabulary is the inclusion of idiomatic expressions under the most important word of the idiom and reference by line to its location in the play.

Typographical errors are few: *nons* in 1.810 for *non*, undoubtedly; in a note to 1.133 on p. 81 *Rabida* should have an accent thus, *Rábida*, and *Perez* should be accented *Pérez*, and on p. 83 in the note to 1.420 *le sienne* is a mistake for *la sienne* which is in agreement with *la cervelle*.

The importance of *Christophe Colomb* as a forerunner of the *drame romantique* fully justifies its inclusion in a Survey Course and in a study of the French Romantic Drama, but it is much too difficult to be read and understood by second and third-year students, as the author suggests, despite the intrinsic interest of its subject-matter.

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W. H. SHELTON. *Minimum Essentials of French*, New York, 1928. Prentice-Hall, Inc. xii+152 pp.+vocabularies.

Here is a text with a title justified by the contents. In the introduction, however, we find the all too common attempt to claim a very wide field of usefulness. Of course the proof of the pudding is in the eating, but the reviewer doubts if the book will appeal strongly to secondary school teachers who are committed to direct method procedure or to a very gradual approach to grammar. On the other hand, *Minimum Essentials of French* seems admirably suited to classes aiming to acquire reading ability as their chief skill in French. Although the author does not make the suggestion, it should be easily possible for a class to work through the twenty lessons in one semester, not going beyond the "B" exercises, and still have enough time to do a fair amount of reading. This would constitute an analytic approach and not distract or confuse the student by presenting to him too many phases of the language at once. In the next semester a class could review the subject by taking up the balance of each lesson, thereby making the synthetic or English-French attack on the language on which many teachers lay so much stress.

A novel, almost unique, feature of the text is the treatment of pronunciation. The author contents himself with a few paragraphs of generalities, thus avoiding such controversial matters as phonetic symbols, attempts to formulate rules for spelling, what to include by way of exception or details, discussion of quantity and rhythm, etc. Many teachers, as the author remarks, will treat pronunciation in their own way regardless of the text.

Each lesson begins with several statements about grammatical facts illustrated by French sentences. These are followed by a French text, simple material dealing with travel in France; then a set of mutation or completion exercises, verb exercises,

and two sets of English sentences. Each lesson ends with a set of questions in French based on the French text. The vocabularies that are a part of each lesson seem long, but, as the author points out, they contain many words having identical forms in English and words are often repeated from one vocabulary to another.

Until the results of extensive studies in syntax frequency are made public there can be no authoritative order in the presentation of grammatical facts. What seems best to one teacher will not please another. Professor Shelton can doubtless defend the order in which he takes up such matters. To take issue with him would be merely setting one opinion against another, an academic pastime more often productive of heat than light. The reviewer admits that he has a preference for fewer separate topics in a chapter, and for a treatment of the verb that does not scatter this important item throughout the entire text. For college students this seems to be of no advantage.

Proof reading has been well done. At any rate, corrections of this sort are more useful if sent directly to the author or publisher. Space will not be devoted to them here.

Professor Shelton is to be congratulated on his courage in presenting a type of book of which there is at present only one other on the market and on his good fortune in finding a publisher willing to "take a chance".

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JACOB GREENBERG, *A Silent Reader*, Merrill 1928. X+329 pp. (246 pp. text.)

As the name suggests, *A Silent Reader* is a book with an entirely new aim and therefore composed along quite new lines. In his very clear and concise preface Mr. Greenberg maintains that the most important aim of modern language study is a reading knowledge of the language. He asserts that the best method of gaining this reading knowledge is by reading silently, for content, carefully selected and graded material. With this in view, there has been gathered together in *A Silent Reader* an abundance—seventy-eight in all—of easy and interesting selections. They are varied in content and appeal. Works of well-known authors are included, some in adaptation, others not. There is a great deal of simple poetry.

There is purposely a large vocabulary used, but there is enough repetition so that each word becomes familiar. French idioms and syntax are emphasized. The exercises following the French passages are almost as interesting as the French itself. Motivation and stimulus of interest are ever present. The exercises

given over to testing comprehension are refreshingly varied and include all of the new methods of testing along with the more interesting of the old. In addition there are exercises teaching the student to recognise words never seen before.

*A Silent Reader* is adapted to either high school or college French classes. It might well be used in classes where there is time and opportunity for dealing with individual differences.

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RENÉ HUBERT, [Professeur à la Faculté de Lille] *D'Holbach et ses Amis* (Collection Civilisation et Christianisme), Paris, Delpeuch, 1928. 224 pages.

An excellent presentation. Although belonging to the collection 'Civilisation et Christianisme', no attempt is made to influence the reader one way or the other. Chapter VI accounts for "L'anti-christianisme des Encyclopédistes", and ends with these words:

"Et si la diffusion de leurs doctrines nous a valu nombre de Monsieur Homais, il ne faut pas oublier cependant que c'est à leur action libératrice que la recherche scientifique doit de ne plus être jamais retombée sous la férule de l'abbé Bournisien" (p.99).

By and by we shall have a better knowledge of the men who, besides Voltaire, Rousseau, Montesquieu, Buffon, led in eighteenth century thought in France; while we still miss a good Condillac, we have a good (although very partial) *Grimm*, by Schérer, we have of more recent date a really authoritative *Helvétius*, by Keim; we have the various volumes of Ducros on the Encyclopedists; and now we have this *d'Holbach*. Of course it is very brief—only 99 pages of actual text, and then extracts from the prolific writer himself. But after all, the proportion is well kept; d'Holbach does not deserve much more. He was very dogmatic: "C'est chez lui qu'il faut chercher l'exposé le plus systématique et le plus hardi de la pensée du XVIII<sup>e</sup> siècle" (p.46); and "Le *Système de la nature* [which, as is moreover generally accepted, is due partly to the pen of Diderot] est un compendium de tous les arguments que la métaphysique des sciences naturelles pouvait invoquer au XVIII<sup>e</sup> siècle en faveur des hypothèses matérialistes" (p.74) . . . . And his anti-christian and anti-religious theses are shallow in proportion. Even Voltaire was uncomfortable, fearing not only that he himself might be accused of having written the books (d'Holbach never signed his works (p.76) and Voltaire, as every one knew, consistently repudiated his dangerous ones), but also that the naive treatment and vulgar denunciations might harm the cause of the "philosophes" (p.79ff.). As M. Hubert says: "d'Holbach brûla

les étapes sur la voie de l'Athéisme et en vint immédiatement à se refuser à toutes réserves." (31)

Or again: "Il fait effort pour se hausser à leur niveau [of the "philosophes"], recueille tout ce qu'ils jettent au vent de la conversation, le rumine, le coordonne, et en tire ces expressions achevées de l'athéisme matérialiste que sont le Système de la Nature ou le Système social" (48). He is "un singe du patriarche de Ferney" (p.81); "C'est l'athéisme mis à la portée des femmes de chambre et des perruquiers" (p.82); and he has been ironically called "le maître d'hôtel des philosophes" on account of the excellent dinners which his great wealth allowed him to offer his friends. M. Hubert is not too severe; d'Holbach had all the traits of the Homais: with all his loud talking against the priests, he meekly asked the authorisation of the Pope to marry his sister-in-law (p.38); he was very cautious so that "jamais le moindre scandale n'effleurât la maison d'Holbach" (p.39); and—of course—was the most credulous of men: "Il semblait véritablement que toute la crédulité qu'il avait refusée aux nouvelles de l'autre monde, il l'eut réservée tout entière pour celles des gazettes et des cafes" (p. 47). What everybody agrees in praising him for is his great kindness to his friends and to all men (p.40; 44, 45).

His abundant writings ("invraisemblable fécondité") show no originality at all. And this is very evident from the extracts that fill the second part of the little volume. All told: "Le mérite d'avoir par la divulgation des travaux allemands participé aux progrès des sciences physiques et naturelles, est le plus solide qu'il faille reconnaître au baron d'Holbach" (p.42).

As the title indicates, the author offers—and this, in a very substantial, concise and agreeable manner—data on the "amis" of d'Holbach, especially Diderot. Some problems, as stated, are yet unsolved, e.g. the date of acquaintance with Diderot (28), and how long these various acquaintances lasted (30,40). We get valuable information about the 'salon de la Rue Royale-Saint-Roch,' where twice a week on Sundays and Thursdays, the Baron received for dinner the "coterie holbachique". In that "salon", they felt absolutely free in their discussions; and this is the very reason why some preferred to keep away, such as D'Alembert, for example, or Buffon (p.60). On the other hand, one must be careful not to believe the exaggerated reports of Madame de Genlis to the effect that there was systematic plotting to overthrow the existing state of things—they are "de la légende" (p.10).

M. Hubert's book makes an excellent companion to another very competent volume on the "Philosophes" which came out this year: Joseph Legras, *L'Encyclopédie* (Malfère, Amiens, 1928, 170 pages).

ALBERT SCHINZ

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*El cuento de Tristan de Leonis*. Edited from the unique manuscript Vatican 6428 by George Tyler Northup. University of Chicago Press. 1928. 298 pp.

In 1912 Professor Northup published an important study<sup>1</sup> in which he presented arguments in favor of the Italian origin of the Spanish prose Tristram versions, and subsequently this subject has claimed his attention from time to time. In the present handsomely presented volume he makes accessible the text of the Vatican manuscript 6428, and studies further the close relationship between the Spanish and Italian texts of the Tristram story and their common relationship to the French versions.

His careful study of the Vatican manuscript shows that it is the work of five scribes who had before them a text in Aragonese dialect. Four of these scribes attempted to give Castilian form to their Aragonese model, while the fifth carried over into his own copy a larger number of Aragonese words. This analysis is important, especially in view of the fact that approximately twenty-one per cent of the incomplete Vatican manuscript consists of repetitions, and the editor is therefore obliged to reconstruct for these portions, so far as he can, the original reading of the manuscript on the basis of his knowledge of these scribal peculiarities.

In his Introduction he makes a minute comparison between the Spanish versions (*Cuento de Tristan de Leonis* and *Libro del esforçado cavallero Don Tristan de Leonis*), the Italian versions (*Il Tristano Riccardiano* and *Tavola Ritonda*), and the summary of Old French versions made by Löseth, and presents further arguments, which in my opinion are convincing, that the Spanish versions are derived from Italian versions represented by the *Tristano Riccardiano* and the *Tavola Ritonda*. In many details the Italian and Spanish versions show marked similarity in their divergence from any known French texts, and from the evidence adduced it seems certain that the Spanish versions are derived from Italian versions rather than that both Italian and Spanish versions are derived independently from a lost French text. With respect to proper names, it is obvious that a few names such as *Yseo*, *Tristan*, *Mares*, etc. more closely approximate the French than the Italian forms, but it should be remembered, as Professor Northup has already pointed out, that "the better known the name, the less valuable for purposes of comparison, because wherever a well-known national form existed the scribe would naturally use it"<sup>2</sup>. With regard to names of places and of

<sup>1</sup> "The Italian Origin of the Spanish Prose Tristram Versions." *Romanic Review*, Vol. III, 1912, pp. 194-222.

<sup>2</sup> *Ibid*, p. 216.



minor personages, Northup shows unmistakably that the Spanish forms are derived from the Italian forms, which, in turn, are based upon French originals.

It is hardly likely that a close examination of the Old French texts would alter the conclusions presented by Professor Northup. We may feel grateful to him for giving us a scholarly edition of a text which has intrinsic interest in addition to the light it casts upon the diffusion of the Tristram story.

J. P. WICKERSHAM CRAWFORD

*University of Pennsylvania*

FREDERICK BETZ and GOTTLIEB A. BETZ, *Modern German Reader. Deutschland in Wort und Bild*. Heath 1928. VIII and 285 (text 175) pp.

While there is no lack of new German readers which aim to impart Kulturkunde, many of them are so made up that one might exclaim with Goethe:

*So fühlt man Absicht, und man ist verstimmt.*

This new book takes us to modern Germany without being too didactic about it, and many of its excellent photographs are self-explanatory. In its first part, *Aus dem Alltagsleben*, it shows the average German as an individual that is not very different from the every-day American. The students will especially like two funny pieces in dialogue form: *15 Mark Belohnung* and *Am Telephon*, both of which may easily be acted. The other parts are entitled: *Buntes Allerlei. Heitere Geschichten. Belehrendes*. They are followed by 15 pages of *Inhaltsfragen und Themen*, and a vocabulary. English-German translation is not offered. The questions, asked in idiomatic German, fulfil their purpose very well. The themes may at least be helpful to the inexperienced teacher.

The book has been made up very carefully and is almost free from misprints (I noticed p. VIII *Gürzeniess* instead of *Gürzenich*, and on p. 26, 1.24 *seinen* instead of *ihren*). One should hardly criticize the fact that in a number of cases on pp. VII and VIII Duden's rules regarding the spelling of compound names have not been followed, as Germans themselves are not very strict on this point. To prove it, Duden's note on p. 177 may be quoted which states that the Hamburg-America Line spells its name wrong.

*Deutschland in Wort und Bild* may be highly recommended, especially for use in high schools.

E. K. HELLER

*University of California*

WILLIAM DIAMOND and BERNHARD A. UHLENDORF, *Mitten im Leben*. Short Stories from Contemporary German Literature. Edited with Introductions, Notes, Exercises, and Vocabulary. Henry Holt and Company (1928). VI+339 pp. \$1.60.

*Mitten im Leben* may soon take its place among the more widely used readers for intermediate German classes. The stories selected are of sufficient interest in themselves, and, taken as a whole, they offer a sympathetic picture of German life and are also fairly representative of the modern German short story. In general, the authors belong to the group of *Heimatkunst*, and it might be expected that the village tale would fare best. We find, for instance, masterpieces like Gustav Schröder's "*Drei Freunde und drei Finken*," and Timm Kröger's "*Die alte Truhe*". Equally excellent portraits of peasant life are Jakob Bosshart's tale of *Hans Urech*, Frau Ebner-Eschenbach's *Die Spitzin*, and Peter Rosegger's *Ein Bettler ist draussen*. City life enters into Schmidtbonn's *Eltern*, Wilhelm Holzamer's *Cellist Behnke*, and Hermann Bahr's *Die schöne Frau*. Would it not have been advisable to omit authors like Paul Busson, Georg Busse-Palma, Heinrich von Schullern, and Max Dreyer, and to include instead a few more of the better known poets? Hermann Hesse, Stefan Zweig, Clara Viebig, and Wilhelm Schäfer, who are also absent from Diamond's earlier collection *Nachlese*, could be represented by just as easy stories and would make a textbook of this kind still more comprehensive. The reviewer realises, of course, that the editors may be only partly responsible for their selection, since several German publishers seem to make needless difficulties in transferring their copyrights and do not display proper understanding of the needs of the American teacher of German. On the other hand, the editors have evidently striven toward limiting their vocabulary, and this effort must have been reflected in their selection.

The editors should have avoided giving the student the impression that every one of the authors assembled here is of real importance. Each of their introductions is about two pages long and strives to be highly sympathetic to the author. I cannot imagine what good they would do the undergraduate, except in the case of Peter Rosegger, Marie von Ebner-Eschenbach, etc., and they must foster some misconceptions about modern German literature. These articles are valuable contributions to a history of modern German fiction, but they belong in the hands of the teacher or the graduate student and should have been placed at the beginning of the notes. Nearly all of them could have been abridged. All in all, there are 34 pages of English introductions (with a few German quotations) and 133 pages of solid text; this does not seem to be the right proportion.

The exercises show that *Mitten im Leben* has been somewhat

overedited. Upon 21 pages of notes there follow 578 German questions and 288 English sentences for translation. The abundance of *Fragen* may be justified by the needs of the less well trained teacher. But what is the purpose of the extended translation exercises? Since an English-German vocabulary is missing entirely, and since the book is intended for intermediate classes, these translation exercises can be profitably studied only by a student who knows his lesson almost by heart. But should one treat mere reading material as intensively as that? Does not the method suggested seriously conflict with a more extensive treatment such as is warranted by the editors' English introductions? One cannot at the same time interpret these stories as masterpieces of modern German literature and also use them as a vehicle for hammering in the vocabulary.

The vocabulary is smaller than one might expect in a collection of widely different authors: it comprises about 4000 to 4500 words. I doubt whether the editors are justified in consistently giving the short genitive forms only of words like *Dach*, *Tor*, *Trieb*, etc.; the latest edition of *Duden* still lists the *e*-forms as possible. I also doubt whether the hyphen between prefix and verb is the best way for indicating that a verb is separable; since in many cases the student will overlook a separated prefix, the logical method seems to be an arrangement of separable verbs under the simple verb. The omission of the diminutives ending in *-chen* and *-lein* was justified. Otherwise the vocabulary seems to be complete.

Typographically, the book is admirably free from major mistakes; very few of the misprints which the reviewer has found result from bad proof reading. Here is his list which also includes some other suggestions: p. 30, l. 2: *Karl Schönherr's* play is entitled *Glaube und Heimat* (cf. p. 31, l. 4); p. 35, l. 17: read *fein sauber* (not *sein*); p. 114, l. 12: *erhob er* should be printed as two words; p. 123, l. 5: the umlaut is missing on *Überall*; p. 168, l. 27: read *für* instead of *sür*; p. 222, sentence A. 24: read *war* instead of *mar*; p. 239: the word *an-ziehen* is not clear; p. 252: the pronunciation of *Cellist* should have been indicated; p. 265: the plural of *der Flug* should have been given; p. 268: the period is missing after *gallery*; p. 278: under *hell* read *seine* (instead of *feine*) *helle Freude haben*; *hellicht* had better be spelled with only two l's; p. 282: a period is missing after *Höhle*, *pit*; p. 289: the article should have been given with the word *Landrat*; p. 296: the article should have been given in parentheses with the word *München*; the genitive of *der Münchner* should have an s; p. 299: the last *n* of *niemand* is an *u*; p. 300: has *Obdach* a plural? *Duden* lists none; p. 302: the pronunciation of *Piece* should have been indicated; p. 304: the genitive of *Rauchfass*

is given as *-sasses* instead of *-fasses*. Letters have dropped out on p. 69, l. 20 (*zeig' her*); p. 137, l. 22 (*barfüszig*); p. 168, l. 13 (*erklärte er*); p. 172, l. 12 (*geschnitzte*); p. 181, note to 51, 11 (*fertig*); p. 182, note to 59, 3 (*part*).

ERNST ROSE

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## The Art Of Translation

The editors of the Modern Language Journal offer a prize of \$10 for the best translation of the following passage.

*Conditions.* Translations must be typed on one side of the paper, signed with a pseudonym, and accompanied by a sealed envelope bearing the pseudonym as superscription and containing the translator's name and address. MSS must reach the Managing Editor not later than April 15.

### ORIENTALISMO

Dicen que el Oriente despierta de su sueño de ensueños. Que la luz que ya empieza á iluminar las antiguas penumbras es la luz europea, la luz universal, la luz de todos. Luz clara é igual. Fuerte, sí; pero sin gradaciones, sin matices, sin temblores indecisos, sin cambiantes inquietantes.

¿Sera verdad que el Oriente lima sus aristas de leyenda y adquiere cédula en la ventanilla de lo europeo? Lo europeo es lo recto, lo cuadrulado, lo regulado. La prosa y la prisa. El cálculo, la uniformidad, la anulación de la personalidad y de la rebeldía. Ciudades iguales, trajes iguales, afanes iguales. ¿Es todo esto, en realidad, lo europeo? No. Es lo americano. Lo americano, batuta directora que da entradas y marca ritmos á la orquesta universal. Lo americano, que está diciendo á todo su prosa y su prisa.

Si hay algo eterno en la vida, es el misterio, por lo que tiene de inlogrado, de inasequible, de presa que no deja cogerse del todo. Y Oriente fué siempre el misterio. No el misterio en su sentido dramático, inquietante, escalofriante. No la muerte, no el más allá. El misterio en su sentido bello, estético. Gracia, suntuosidad, leyenda, aventura. Y amor. El amor es el gran misterio. Y el amor tiene una lámpara encendida con llama perpetua en el altar de Oriente.

¿Quien escondió la mujer con más apasionado empeño que Oriente? Quién puso velos en su rostro y cendales en su cuerpo, para recatar las gracias turbadoras? Oriente quiso dar así más misterio al misterio nativo de la mujer.

El príncipe, el príncipe clásico y literario, el príncipe que turba los sueños de las doncellas y passa ante su frente encendido de sedas y pasiones, es un príncipe oriental. ¿Y los cuentos? Los más llenos de fantasía, son los cuentos orientales, en cuyas nieblas de colorines se perdió la dureza del rey que quiso matar á Scheherazada.

Y el opio, padre de la quimera, semilla de la indolencia luminosa, clavileño sobre el que el ensueño se lanza desenfrenadamente, llega también de las tierras tutelares del misterio. El misterio y la fantasía, del brazo, como dos novios, llegan siempre de Oriente, como de su gran país natural. Y ahora, en estos días agri dulces del año que muere y del año que nace, en estas jornadas en que todos, cándida, ilusionadamente, pensamos que el nuevo año ha de traer la vida nueva—y, sin embargo, año nuevo, vida de siempre—; ahora, algo nos llega también de Oriente, símbolo de la eternidad del misterio. Vienen de allí los Magos. ¿Cabe mejor misterio, mejor fantasía? Ellos son la mentira más bella de la vida, distinta y distante de las otras mentiras, menos bellas, del amor, y de la gloria, y de la lucha. Vienen de Oriente y son, por lo tanto, el misterio. Un misterio cuyo desgarramiento lloraremos ya siempre.

JOSÉ MONTERO ALONSO

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Please note that I reside in Madison (not Menasha), and that there is no advantage in sending your MS by special delivery at the last minute; on the contrary you may arrive too late, and somebody always does! Also please write your pseudonym on the *outside* of the enclosed envelope, and your own name on the inside: one competitor sealed up his translation and shouted his name to the world.

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#### TRANSLATION OF THE PASSAGE FROM GÁLVEZ

Spain has come to realize that the ancient Latin virtues, the practice of which has made her the greatest and noblest empire on earth, have lost their power and their prestige. The present age has sown the seed of a complete revaluation of all values. In this epoch self-renewal is necessary to existence. France, whose individuality was not so extreme, has already been able to effect her transformation. But Spain, a country of intense personality, in which the ideals, the vicissitudes, the feelings and the faults of the Latin race were more pronounced than anywhere else, has not yet succeeded in adapting herself entirely to modern life. But this will come in due time. The past glories, the grand Latin ideals which she displayed so splendidly to the world, her spirituality, her heroism, are of no use to her now, and would be a troublesome burden to her as she advances toward an era of great prosperity; the old spiritual ideals seem incompatible with our present materialistic civilization.

And here is the sorrow of Spain: to see how those ideals of yester year must vanish; how the positivistic view of life is dominating the world; how that humane and unique art that once expressed those ideals will soon become exotic and incomprehensible, having lost nearly all semblance of relation to present-day life; how spiritual energy is being replaced by industrial energy; how the souls of the Cid, of Don Quixote, and other no less admirable characters will never influence human life again; how death will come to old Spain, so grand, so noble.

Old Spain! I could not say how many beautiful things these two words mean to me. They speak to me of that which has been most noble, most heroic, most spiritual on earth. It grieves me to think that all this must perish, that it is already

perishing. A new Spain that cannot coexist with the old is beginning to rise full of vigor. It is the Spain of mines, of factories, of commerce, of the economic future: the Spain of Bilbao and of Huelva, of Barcelona, of Valencia, of Guipuzcoa. I, who am a citizen of a country potent in energy, cannot but rejoice over this nascent Spanish energy. But ah, how remote is this modern Spain from the one that, carried away by generosity and idealism, took form in the soul of Don Quixote; from the one that, all heroism, seems to be symbolically incarnate in the life of the Cid; from the one that was a flame of living love in the boundless heart of Saint Theresa; from the one that expressed her ecstasy and her spiritual depth in the fascinating canvases of El Greco.

MANUEL GÁLVEZ, *The Cradle of the Race.*

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*Comment.* Translators from the Romance languages must beware of the obvious. It is natural to write "Spain has comprehended," "brought the germs," "exaggerated individuality," "realize her transformation," and so forth: but these phrases do not mean what the Spanish writer intended to say. Make your author talk English, and make him talk sense. —*tornara* is now an imperfect subjunctive, but retains in literary Spanish the force of a pluperfect indicative; the author is looking backward to a time when Spain was great and noble.—The "revaluation of all values" is derived from Nietzsche's "Umwertung aller Werte," and the present age has begun the process which the German philosopher demanded. Other good phrases were "introduced the germs," "brought the beginnings."—*renovarse* and *vivir* are verbs, hence in translation the corresponding phrases must be parallel, e.g. "one must be made over in order to live," or "rejuvenation is necessary to life." With us "to realize" means to grasp with the mind; the Spanish word means to "make real," to "bring about."—*vicisitudes* is a bit of loose writing; the other terms refer to qualities, whereas this word denotes external happenings. But we have no right to pick this particular flea off our lion.—*a su vez* may mean "in its turn" or "in its time." But no turn is involved, whereas a coming time is clearly envisaged.—The "bourgeois civilization" is not so much that of the "middle-class," but one dominated by ideals of economic prosperity.—"human art" would have little meaning; what is really meant is that art which was inspired with humanistic fervor. The idea of "unique" is that it was the product of its age—now lost—and therefore irreplaceable. To say that it was the only one which expressed those ideals is to shift the emphasis. *expresaba* is a true imperfect.—*relación de semejanza*, with due respect to Gálvez, seems to lack sense, though one translator gave it the plausible rendering "lost all connection with resemblance to life." Occasionally the translator must have courage to better the original; I feel it so here. —The end of the second paragraph is a test of the translator's feeling for style. "Old Spain," which is repeated in the next line, must be kept; to repeat "Spain" will not do, and to end with "will die" weakens the phrase and destroys the cadence, turns poetry into prose.—The third sentence of the last paragraph offers a similar problem in sentence arrangement and diction; certainly the triple repetition of *más* ought to be kept if possible.—Another effective



repetition is that of *de aquella que*.—A “boundless heart” seems to me less fantastic than an “infinite” one; here again the word suggestion is too strong.—“El Greco” is the commonly accepted designation of the painter Domenico Theotocopuli; he is perhaps to be regarded as the creator of that *arte humano y unico* to which Gálvez referred above.

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The winner of the German contest announced in our January number is Miss Martha Nicolai, University of Wisconsin; honorable mention goes to “Trösteltn,” “Stiefmütterchen,” and “Gretchen.” Comment on this contest will appear in our next number.

B.Q.M.